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ABSTRACT

This is the second in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The present volume deals specifically with grammar. The aim of the grammar lessons is to give the students a thorough command of spoken English. The lessons are based on a comparison of English and Vietnamese grammatical structures as revealed through linguistic analysis. The technique of presenting and drilling the patterns is similar to that used in the texts developed at the English Language Institute of the Univ. of Michigan. The accompanying volumes that deal with pronunciation and pattern drills are recommended as additional tools. This volume is divided into thirty-two lessons, in order of increasing difficulty. Grammar points are introduced and drilled separately. It is assumed that the new lexical items in each lesson will be introduced before the lesson is approached. A teacher's guide follows the body of the text. (Author/CLK)

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ENGLISH FOR VIETNAMESE SPEAKERS

Volume II - GRAMMAR

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by Lionel G. Thompson

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PREFACE

English for Vietnamese Speakers, Volume II, Grammar, was developed by Mr. Lionel Thompson, who based his work on an analysis of Vietnamese made by Mr. William Stacey. General supervision was providedby Professor W. Bryce Van Syoc, chief of the materials preparation team of the Southeast Asian Regional English Project, a project carried out jointly by the United States Operations Mission and the University of Michigan.

These lessons have been produced in cooperation with Dr. Nguyen Dinh Hoa and the Ministry of National Education in Vietnam. Especial thanks are due to the Education Division of U.S.O.M., Vietnam for its generous financial support and for its assistance with the technical aspects of publication of the volume.

The project is most grateful to the Faculty of Pedagogy of the University of Saigon for the opportunity to introduce these lessons in the classes there.

Edward M. Anthony
Project Director, Southeast
Asian Regional English Project.

INTRODUCTION

The aim of these grammar lessons is to give students a thorough command of the patterns of SPOKEN English. With this aim in view, the book is based on the concept that grammar, as an integral part of communication, can not be learned as a set of rules. That is to say, if the learner wishes to obtain proficiency in using the oral structure of English, the older concept of grammar as a set of rules to be studied is not sufficient. This book stresses the presentation of the grammar of English as a system of contrasting patterns. The presentation of the grammar features (i.e. the "rules") is not neglected, but the time allocated to them is limited. Thus, the major part of the lesson consists of the oral drills.

The students must not only learn to use the patterns, but must learn to use them in the right situations. The lessons are constructed in such a way that the students attain proficiency in English by learning these basic patterns through use rather than as a feat of memory. The teacher should present and drill the lessons orally. Also, the basic technique of drilling used in this book is not that of mere repetition, but of rapid, conscious substitution or selection on the part of the student. A correct substitution or selection results in an utterance with acceptable grammatical structure, whereas an incorrect substitution or selection will produce an utterance which is either grammatically or lexically incorrect.

These lessons are based on a comparison of English and Vietnamese grammatical structures as revealed through linguistic analysis. The Vietnamese analysis is the result of the work of Mr. William Stacey. The technique of presenting and drilling the patterns is similar to that used in the texts developed at the English Language Institute at the University of Michigan; however, they differ from the Institute materials in that they have been specifically prepared for use in Vietnam.

The lessons are graded in difficulty. That is, basic patterns are taught first and form the foundation for the study of the more advanced patterns. In this way, the student should finish each lesson with a feeling of considerable success and confidence. It will be noted that, as a general rule, each new pattern includes only one new point to be learned. It is expected that the grammar lessons will be preceded by study of the new lexical items in each lesson. The teacher may also wish to assign occasional drills as written work. It is, of course, expected that the grammar lessons will be accompanied by work in English pronunciation. For this purpose it is recommended that English for Vietnamese Speakers, Volume I, Pronunciation, by Russell N. Campbell be used. It is carefully correlated with these grammar lessons so that those sounds, which are important to English grammar, such as the final "s" and "z" of plural words, are learned at about the same time they are needed for grammar.

In order to make the production of the patterns automatic, it is advisable to follow the grammar drills with "pattern practice" drills designed for this purpose. The aims of the pattern practice drills (Volume III of the present series) are to reduce the patterns studied in grammar to automatic habits, and to restore the unity of the language which, for teaching purposes, has had to be separated into pronunciation, grammar and vocabulary. It is realized that these divisions to a large extent are artificial; nonetheless, they are justifiable from the point of view of concentrating on specific language problems.

The early lessons may appear to be too easy for students on the advanced levels. Experience has shown, however, that many students even at the university level do not have satisfactory oral control of many basic structures and can greatly improve their production of these important patterns. The student also learns the mechanics of drilling through the use of the easier patterns. He is then better prepared to attempt the more complex patterns when they appear. Past experience has shown that a systematic improvement of oral command of the language by means of drills of graded difficulty has almost invariably resulted in a parallel improvement in the students' ability to read and write the language. That is, proficiency in the skills of reading and writing English has proved to be directly connected with an ability to use the SPOKEN forms correctly and not vice versa.

The lessons do not teach those miscellaneous patterns which are not basic to the English grammar and which are used only as stylistic devices by some authors or speakers. In general, the lessons are not concerned with giving alternate ways of expressing ideas. Instead, the author has concentrated on giving to the student those patterns which will help him express himself in English easily and with confidence.

--W. Bryce Van Syoc
Chief, Materials Preparation
SEAREP - USOM
Vietnam, 1960

TABLE OF CONTENTS

Page

PREFACE by Edward M. Anthony

INTRODUCTION - - W. Bryce Van Syoc

LESSON ONE 1

Mass versus Count-nouns: Use of indefinite article "a" with count-nouns.

Post-modification: The use of "is" followed by adjectives.

Use of the Definite Article "the" with mass and count-nouns.

Demonstratives: "That" versus "this."

LESSON TWO 7

Singular versus Plural: Mass-nouns do not have plural forms.

Demonstratives: "This" versus "these," "That" versus "those."

Pronouns: Singular and plural pronouns.

"To be": All parts of the present form of "to be" with singular and plural pronouns.

Formation of Questions with the Verb "to be."

LESSON THREE 13

Questions: Use of adjectives in questions with the verb "to be." (Is the cup small?)

Short Answers: Positive short answers to questions with the present form of "to be."

Negative Form of "to be" with all pronouns.

LESSON FOUR 18

Short Forms: Affirmative short forms of the verb "to be." Negative short forms of the verb "to be."

Present Continuous Form: Introduction to the present continuous (the "-ing" form) verb forms -- full and short forms.

Questions Using the Present Continuous Verb-forms.

Negative Form of the Present Continuous - full and short forms.

Affirmative and Negative Short Answers to questions using the present continuous verb-form.

TABLE OF CONTENTS (Cont'd.)

Page

LESSON FIVE 23
Review Lesson -- Review and re-enforcement of all patterns studied in Lessons 1 - 4.

LESSON SIX 29
"To have": Introduction to the verb "to have" - all persons.
Present Continuous versus Simple Present: Contrast between "I work" and (immediate action versus habitual action) "I am working."
Question Form of Verbs in Simple Present: (Do...? Does...?)
Negative Forms of Verbs in Simple Present: (I don't. He doesn't.)

LESSON SEVEN 34
Position of Noun versus Adjective: Nouns and adjectives occupy the same position after the verb "to be." (I'm Kiet. I'm happy.)
Positive and Negative Short Answers to questions with "do/does."
Degree Words: Position of degree words in sentences I'm(always, often, sometimes, never) happy. I always work.
Questions with Degree Words: (Is Ngoc often tired? Does Ngoc often work?)

LESSON EIGHT 39
Pre-modification: The use of adjectives before nouns. Negative use of adjectives before nouns.
Possessive Adjectives: Possessive adjectives before nouns - all persons.
"Ever" and "Never": The position of "ever" and "never" in sentences.
Partitive Articles: The use of "some" and "any" with count and mass-nouns in affirmative and negative statements and questions.

LESSON NINE 44
Question Words: The use and position of "who, what, when, where" in questions.
Imperative: Affirmative and negative imperative sentences.

LESSON TEN 48
Review Lesson -- Review and re-inforcement of all the patterns studied in Lessons 6 - 9.

TABLE OF CONTENTS (Cont'd.)

Page

LESSON ELEVEN 52

Past Verb Forms: "Was" and "were."
Simple Past Verb Forms: The use of "-ed" with past time. (The "-ed" form.)
Question Forms with "was" and "were."
Question Form with "did." (Did John study last night?)
Negative Forms of verbs in past time. (They weren't busy. They didn't work.)

LESSON TWELVE 58

Use of "when" in Questions in Past Time. (When did Paul work?)
Noun Modifying Noun: ("school bus," "tea cup," etc.)
Future Time: The use of "going to" to indicate actions in future time.
Negative Sentences with "going to."
Questions with "going to."

LESSON THIRTEEN 64

Use of "a few, many, a little, much, a lot of," etc.)
Negative Degree Words: "Never, rarely, seldom."
Definite and Indefinite Articles: The distribution of "a" and "the."
Irregular Plurals
Object Pronouns: ("Me, him, her, us," etc.)
Use of "another/other/others."

LESSON FOURTEEN 72

The Position of the Indirect Object after verbs such as "say, report, explain, describe" versus the verb "ask."
The Position of the Indirect Object after verbs such as "give."
The Distribution of "to" and "for" after certain verbs.
Introduction to Irregular Past Verb-forms.

LESSON FIFTEEN 78

Use of "can, should, must, will, might, may."
Negative Forms "can't, shouldn't, mustn't, won't, might not, may not."
Short Answers for questions with "can, may, might, must, should, will."
Use of "and .... too." - "John came and Mary did too."

TABLE OF CONTENTS (Cont'd.)

Page

LESSON FIFTEEN (Cont'd.) 78

Use of ".....not either." - "John can't go and Mary can't either."

Use of "but" - "John's a student but Mary isn't."

Irregular Past Verb-forms "met, sat, drank, forgot, wore," etc.

LESSON SIXTEEN 85

Modification of Verbs: The use of "-ly" and "well, good, fast, hard." (Adverbs)

Double Modification: "The old man with gray hair is from Hué."

"Who" as a Question Word with Subject Referent: "Who sees Mr. Smith?"

"Who(m), where, what" as question words with object referent. "Who(m) does Mr. Smith see?"

More Irregular Past Verb-forms.

LESSON SEVENTEEN 91

Introduction to Verb-complexes: "Call on, look like, put on, run out of, get along with," etc.

Use of a Verb after "to" and a Noun after "for" (He came to study. He came for a course.)

Use of "why?" and "how?"

Distribution of Words after "by" (by walking, by plane, etc.)

More Irregular Past Verb-forms.

LESSON EIGHTEEN 98

Verbs Following Modals versus verbs following finite verbs. (I must go. I want to go.)

The use of "want to, have to," etc.

Use of Post-modification with Object, (The lesson is easy for us to understand.)

Degree Words. The position of "very, too and enough."

Finite Verbs after Objects in a Sentence (The teacher wanted the students to learn English.)

Distribution of "-'s" versus "of the."

LESSON NINETEEN 106

"It" in Subject Position (It's nine o'clock. It's Monday.)

The Gerund (Walking is good exercise.) (The "-ing" verb-form in subject position.)

Gerund versus "it" in subject position.

TABLE OF CONTENTS (Cont'd.)

Page

LESSON NINETEEN (Cont'd.) 106
Use of "there is" and "there are."
Possessive Pronouns. ("Mine, yours, his, hers, ours." etc.)
Use of "one" and "ones" as Substitute Words.

LESSON TWENTY 115
Review Lesson -- Review and re-inforcement of patterns studied in Lessons 11-19.

LESSON TWENTY-ONE 124
Structure of Comparison ("like, different from, the same as")
Use of "-er" versus "more .... than"
Comparison of Verbal Modification (Mary works quicker than John. Mary works more diligently than John.)
Superlative: Use of "-est" versus "most ....."

LESSON TWENTY-TWO 134
Introduction to Included Statements. (I know the boy that we spoke to. I know the boy who spoke to us.)
Use of "for, during, while" in Included Statements.
Included Sentences with Linking "who, whom, what," etc. (I don't know when the train leaves.)
Questions with Included Statements (Do you know what time it is?)
Use of "or." Answers with included statements.

LESSON TWENTY-THREE 143
Use of "that" in Indirect Speech. (I think that John likes Mary.)
Introduction to the Perfect Verb-forms (The use of the "have/has... -ed form of the verb.)
Irregular Participles.

LESSON TWENTY-FOUR 149
The Passive Voice
Subject Receiver of Action versus Subject Performer (John is bored, versus John is boring.)
Use of "still, any more, already, yet."
More Irregular Participles.
Participles with Attached Morphemes. ("used to, tired of, bored with," etc.)

TABLE OF CONTENTS (Cont'd.)

Page

LESSON TWENTY-FIVE 157
Obligatory Omission or Inclusion of "to" when a second verb follows the object. (I asked him to teach. I watched him teach.)
Tense of Verbs after "wish" (I wish I were rich. I wish I had been rich.)
More Irregular Participles
The Included Statements "what to do, where to go," etc.

LESSON TWENTY-SIX 164
The Distribution of "so.... that," "such a ...."
Attached Affirmative and Negative Questions (tags)
More Irregular Participles
Present Perfect Verb-form (The use of the "have/has been ....-ing" form of the verb.)

LESSON TWENTY-SEVEN 171
The Use of "whether .... or not"
The Use of "if" and "unless"
The Use of "although," "because," "because of" and "in spite of."
More Irregular Participles
The Use of the Past Perfect Verb-form (The use of the "had ...-ed" form of the verb.)

LESSON TWENTY-EIGHT 178
The Reflexives
The Intensifying Participle (I bought the coat myself.)
The Isolative Participle (He lives by himself.)
The Obligatory Use of "-ing" after Certain Verbs (I enjoy walking.)
The Use of the Perfect Continuous Verb-form (The use of the "have/had been .... -ing" form of the verb.)
More Irregular Participles

LESSON TWENTY-NINE 185
The Past Forms of the Modal Verbs (should have, could have, etc.)
Questions and Short Answers with the past forms of the modal verbs.

LESSON THIRTY 191
Review Lesson -- Review and re-inforcement of patterns studied in Lessons 21-29.

LESSON THIRTY-ONE 197
Likely Conditional versus Unlikely Conditional - present and past forms. I will help him if he needs help. I would help him if he needed help. I would have helped him if he had needed help.)

LESSON THIRTY-TWO 201
Appositional Modification of the Object (They appointed John chairman.)
Causitive "have" with and without Agent (I had my house painted. I had the men paint my house.)

GRAMMAR LESSON ONE

Pattern 1a

This	is	a	comb.
This	is	a	cup.
This	is	a	mango.
That	is	a	comb.
That	is	a	cup.

COMMENTS

In this pattern, is [ɪz] must be used. A "count word," that is, a word which refers to items which can be counted, such as one comb, two combs, three combs, etc. must be preceded by "a"[ə] when we are referring to any one of that kind of item.

ORAL DRILL 1.1

1. hat	THIS IS A HAT.
2. comb	THIS IS A COMB.
3. coat	THIS IS A COAT.
4. blouse	THIS IS A BLOUSE.

5. boat
6. sock
7. pen
8. fan
9. boot
10. top
11. cup
12. mango
13. spoon
14. clock
15. plate

ORAL DRILL 1.2

1. pen	THAT IS A PEN.
2. cup	THAT IS A CUP.
3. fan	THAT IS FAN.

4. sock
5. boot
6. top
7. boat
8. mango
9. clock
10. plate
11. pen
12. cup
13. spoon
14. fan
15. comb
16. boot
17. mango
18. top
19. pen
20. fan
21. cup
22. clock
23. plate

Pattern 1b.

This is	ink.
This is	soap.
This is	meat.

COMMENTS

In this pattern is [ɪz] must be used. Do not use "a" with non-count words, that is, words which refer to items which cannot be counted, such as ink, milk, sand, love.

ORAL DRILL 1.3

1. soap	THIS IS SOAP.
2. tea	THIS IS TEA.
3. coffee	THIS IS COFFEE.

4. meat
5. soup
6. ice
7. ink
8. water
9. bamboo
10. honey
11. chalk
12. butter
13. money
14. kapok
15. oil
16. meat
17. money
18. honey
19. soup
20. ink
21. kapok
22. water
23. oil
24. ice
25. bamboo

Patterns 1a. and 1b.

This is	a	clock.
This is		tea.

COMMENT

Use "a" with singular count words. Do not use "a" with mass words, words which refer to things which cannot be counted.

ORAL DRILL 1.4

1. pen	THIS IS A PEN.
2. water	THIS IS WATER.
3. ink	THIS IS INK.
4. top	THIS IS A TOP.

ORAL DRILL 1.4

5. coffee
6. boat
7. chalk
8. kapok
9. clock
10. fan
11. mango
12. tea
13. oil
14. hat
15. spoon
16. honey
17. clock
18. ice
19. blouse
20. butter
21. soap
22. boot
23. soup
24. coat
25. ink
26. fan
27. coffee
28. pen
29. plate
30. meat
31. sock

Pattern 1c

A	fan	is	cheap.
A	cup	is	useful.
	Tea	is	cheap.

COMMENT

In this pattern,use "is" before words which describe something.

ORAL DRILL 1.5

1. comb	A COMB IS CHEAP.
2. useful	A COMB IS USEFUL.
3. good	A COMB IS GOOD.

4. clean
5. cheap
6. clean
7. small
8. good
9. cheap
10. useful
11. good
12. mango
13. cheap
14. pen
15. useful
16. small
17. good
18. cup
19. clean
20. small
21. cheap
22. useful
23. boat
24. big

ORAL DRILL 1.6

1. ink	INK IS GOOD.
2. tea	TEA IS GOOD.
3. water	WATER IS GOOD.

4. money
5. meat
6. soap
7. soup
8. butter
9. water
10. tea
11. chalk
12. coffee
13. oil
14. honey
15. ice
16. coffee
17. soap
18. meat
19. ink

ORAL DRILL 1.7

1. cup A CUP IS USEFUL.
2. small A CUP IS SMALL.
3. comb A COMB IS SMALL

4. useful
5. hat
6. pen
7. boot
8. big
9. boat
10. good
11. pen
12. small
13. useful
14. boat
15. big
16. good
17. fan
18. small
19. cheap
20. useful
21. plate
22. cheap

ORAL DRILL 1.8

1. ink INK IS CHEAP.
2. useful INK IS USEFUL.
3. clock A CLOCK IS USEFUL.

4. good
5. water
6. mango
7. chalk
8. useful
9. plate
10. car
11. big
12. useful
13. money
14. boat
15. pen
16. oil
17. ice
18. good
19. butter
20. honey
21. mango
22. clock
23. big
24. boat
25. useful
26. clock
27. boot
28. ink
29. bamboo
30. hat
31. water
32. good
33. coffee
34. tea
35. cheap
36. comb
37. pen
38. soup
39. good
40. meat

Pattern 1d

This	is	a	pen.	The	pen	is	good.
This	is	ink.		The	ink	is	useful.
That	is	meat.		The	meat	is	good.

COMMENT

"The" precedes either a "count" or "mass" word whenever we are referring to a specific thing. We are thinking of a specific thing when we use "the."

ORAL DRILL 1.9

1. hat THIS IS A HAT. THE HAT IS GOOD.
2. ink THIS IS INK. THE INK IS GOOD.
3. water THIS IS WATER. THE WATER IS GOOD.

4. sock
5. meat
6. kapok
7. pen
8. soup
9. boat
10. cake
11. oil
12. comb
13. spoon
14. honey
15. boot
16. mango
17. soap
18. hat
19. butter
20. fan
21. top
22. tea
23. blouse
24. coat
25. coffee
26. clock
27. bamboo

ORAL DRILL 1.10

1. cup THAT IS A CUP. THE CUP IS GOOD.
2. ink THAT IS INK. THE INK IS GOOD.
3. water THAT IS WATER. THE WATER IS GOOD.

4. sock
5. meat
6. kapok
7. pen
8. soup
9. boat
10. cup
11. soap
12. ice
13. comb
14. honey
15. boat
16. clock
17. oil
18. fan
19. bamboo
20. hat
21. tea
22. coffee
23. spoon
24. butter
25. pen
26. chalk
27. blouse
28. coat
29. spoon
30. ink

ORAL DRILL 1.11

1. good This is a cup. THE CUP IS GOOD.
2. new This is a pen. THE PEN IS NEW.
3. clean That is a boat. THE BOAT IS CLEAN.

4. hot This is soup.
5. good This is honey.
6. clean This is a comb.
7. big This is a mango.
8. new This is a pen.
9. cheap This is a fan.
10. hot This is tea.
11. useful This is a comb.
12. old This is a fan.
13. cold This is ice.
14. dirty This is a blouse.
15. expensive This is a boat.
16. cheap This is a clock.
17. thick This is a book.
18. thin This is ice.
19. new This is a hat.
20. dirty This is a comb.
21. cold This is soup.
22. cheap This is a boat.
23. thin This is a book.
24. clean This is a cup.
25. new This is a blouse.
26. old This is a pen.
27. good This is tea.

ORAL DRILL 1.12

1. fan THIS IS A FAN. THE FAN IS NEW.
2. that THAT IS A FAN. THE FAN IS NEW.
3. useful THAT IS A FAN. THE FAN IS USEFUL.

4. comb
5. clean
6. cup
7. this
8. new
9. fan
10. useful
11. ink
12. spoon
13. good
14. expensive
15. that
16. boat
17. big
18. small
19. this
20. cup
21. clean
22. that
23. new
24. book
25. cheap
26. thin
27. this
28. good
29. mango
30. that
31. bad

Pattern 1e

This	is	a	fan.
That	is	a	fan.

The	fan	is	useful.
This	fan	is	new.
That	fan	is	old.

ORAL DRILL 1.13

1. old THAT CUP IS OLD.
2. pen THAT PEN IS OLD.
3. cheap THAT PEN IS CHEAP.

4. expensive
5. cup
6. this
7. that
8. small
9. big
10. clock
11. old
12. cheap
13. this
14. new
15. expensive
16. pen
17. that
18. this
19. good
20. bad
21. that
22. new
23. this
24. old
25. cheap
26. mango
27. good
28. that
29. bad
30. cheap

GRAMMAR LESSON TWO

Pattern 2a

One book 1	This is a book.
Two books 2	These are books.
Three books 3	These are books.
Four books 4	These are books.
Five books 5	These are books

COMMENTS

When we are referring to only one thing, we say, "This is a book," as in Pattern 1a. When we are referring to more than one of the same type of thing, we use the new pattern, "These are books." In this pattern the final [s] or [z] must be clearly pronounced.

ORAL DRILL 2.1

1. one ONE BOOK.
2. two TWO BOOKS.
3. three THREE BOOKS.

4. four
5. five
6. one
7. nine
8. six
9. two
10. eight
11. one
12. two
13. four
14. six
15. one

ORAL DRILL 2.2

1. book THIS BOOK.
2. books THESE BOOKS.
3. cup THIS CUP.

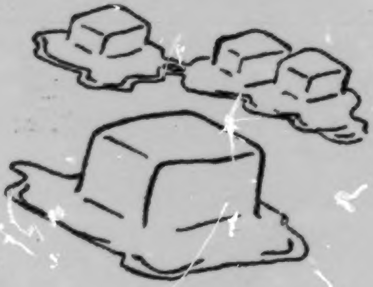
4. hat
5. cups
6. fan
7. tops
8. clocks
9. mango
10. pen
11. blouse
12. combs
13. boat
14. spoons
15. plates
16. cup
17. pens
18. hats
19. coats
20. coat
21. clock
22. top
23. comb

ORAL DRILL 2.3

1. This is a book. THESE ARE BOOKS.
2. This is a desk. THESE ARE DESKS.
3. This is a pen. THESE ARE PENS.

4. This is a pupil.
5. This is a car.
6. This is a chair
7. This is a window.
8. This is a pencil.
9. This is a notebook.
10. This is a box.
11. This is a ruler.
12. This is a glass.
13. This is a chalkboard.
14. This is a clock.
15. This is a plate.
16. This is a cup.
17. This is a fan.
18. This is a sock.
19. This is a boot.
20. This is a boat.
21. This is a top.
22. This is a cup.

Pattern 2b



This is ice.

This is ice.

COMMENT

When we are referring to things which cannot be counted, we use the same form whether we are talking about a large or little amount.

ORAL DRILL 2.4

1. ink THIS IS INK. THAT IS INK.
2. chalk THIS IS CHALK. THAT IS CHALK.
3. water THIS IS WATER. THAT IS WATER.

4. soap
5. money
6. meat
7. tea
8. soup
9. bamboo
10. ink
11. kapok
12. ice
13. oil
14. ink
15. chalk
16. water
17. soap
18. soup

ORAL DRILL 2.5

1.	cup	THAT CUP.
2.	cups	THOSE CUPS.
3.	boat	THAT BOAT.

4. pen
5. rulers
6. fan
7. mangos
8. clocks
9. boot
10. spoon
11. hats
12. combs
13. top
14. blouse
15. coats
16. cup
17. boats
18. cups
19. car
20. plates

ORAL DRILL 2.6

1.	a pencil	THOSE ARE PENCILS.
2.	a desk	THOSE ARE DESKS.
3.	chalk	THAT IS CHALK.
4.	soap	THAT IS SOAP.

5. a notebook
6. a pen
7. ice
8. a pupil
9. a chair
10. a box
11. water
12. ink
13. a teacher
14. bamboo
15. a pencil
16. a fan
17. a boat
18. butter
19. a blouse
20. butter
21. a hat
22. meat
23. soup
24. honey
25. a comb
26. money
27. a pen
28. coffee
29. tea
30. a clock
31. a sock
32. money
33. a top

Pattern 2c

I am . . . .
You are . . . .
He is . . . .
She is . . . .
It is . . . .

COMMENTS

There are three parts to this form of the verb "to be." "Am" occurs only with "I" . "Are" occurs only with "you". "Is" occurs with "he". "she" and "it."

Both men and women use "I". Speak to all persons using "you." Be sure to use "he" only for men, and "she" only for women. "It" is used to speak about inanimate things and animals.

ORAL DRILL 2.7

1. I - John — I AM JOHN.
2. You - Peter — YOU ARE PETER.
3. She - Mary — SHE IS MARY.

4. I - John
5. you - Bill
6. he - Nam
7. I - Peter
8. she - Hồng
9. it - a pen
10. he - Tám
11. you - Nhán
12. she - Lang
13. you - Sơn
14. he - Phi
15. I - Kịch
16. you - Long
17. she - Cúc
18. he - Thuận
19. he - Nắm
20. she - Huệ
21. she - Mary
22. I - Long
23. you - Tam
24. it - a cup
25. she - Anh
26. I - Hùng
27. you - Nguyệt
28. he - Phi
29. she - Betty
30. it - a pencil

Pattern 2d

We are . . . . . .
You are . . . . .
They are . . . . .

COMMENTS

Use the form "are" when speaking of persons or things in the plural. Notice that the form "you" is used both in singular and plural.

ORAL DRILL 2.8

1. we - pupils — WE ARE PUPILS.
2. you - boys — WE ARE BOYS.
3. they - pens — THEY ARE PENS.

4. they - girls
5. we - boys
6. you - teachers
7. we - girls
8. they - books
9. you - pupils
10. we - teachers
11. they - rulers
12. you - boys
13. we - pupils
14. they - socks
15. they - girls
16. we - girls
17. they - boys
18. they - pens
19. we - pupils

Pattern 2e

I am		Năm.
You are	a	pupil.
They are		teachers.

COMMENTS

This is not really a new pattern but a combination of some patterns which you have already learned.

1. Do not use "a" with names of persons. (Huê, Năm, Phi, etc.)
2. You must use "a" with words like "pupil," "teacher," "doctor," "boy," etc. when they are singular.
3. Do not use "a" in the plural but be sure to change the form of the verb to a plural form, and to add "-s" to the end of the noun.

ORAL DRILL 2.9

1.	I - Kịch	I AM KICH.
2.	he - Nam	HE IS NAM.
3.	she - Ngọc	SHE IS NGOC.
4.	you - Tuan	YOU ARE TUẤN.
5.	they - teacher	THEY ARE TEACHERS.

6. you - Tuyết
7. he - Són
8. he - Tâm
9. they - boy
10. she - girl
11. he - boy
12. they - teacher
13. she - Lang
14. they - girl
15. they - sock
16. he - Phi
17. he - boy
18. they - pupil
19. you - teachers
20. you - teacher
21. he - boy
22. they - boy
23. she - Hoa
24. I - Thuân
25. we - pupil
26. she - girl
27. it - pen
28. they - cup
29. I - pupil
30. we - teacher
31. it - cup
32. they - pen

ORAL DRILL 2.10

1.	he	HE IS A PUPIL.
2.	teacher	HE IS A TEACHER.
3.	she	SHE IS A TEACHER.

4. they
5. we
6. I
7. you
8. they
9. pupil
10. he
11. she
12. we
13. I
14. you - Ngọc
15. she
16. pupil
17. teacher
18. he
19. we
20. Kiệt
21. they
22. pupil
23. you
24. they
25. I
26. we
27. he
28. teacher
29. I
30. he
31. she
32. Huê
33. they

Pattern 2f

Previous Pattern:

You	are		Lạng.
He	is	a	boy.
It	is	a	ruler.
They	are		pens.

New Pattern:

Are	you		Lạng?
Are	you	a	pupil?
Is	he		Tém?
Is	she		Tuyết?
Is	it	a	ruler?
Are	they		pupils?
Are	they		rulers?

COMMENTS

To change statements with "am," "is," and "are" into questions, reverse the first two words of the statement like this:

You are a pupil.
Are you a pupil?
It is a ruler.
Is it a ruler?

ORAL DRILL 2.11

1. He is Són.	IS HE SÓN?
2. They are pupils.	ARE THEY PUPILS?
3. You are teachers.	ARE YOU TEACHERS?

4. It is a ruler.
5. He is a pupil.
6. They are teachers.
7. She is Nguyệt.
8. We are students.
9. It is a hat.
10. They are fans.
11. It is a pen.
12. She is a teacher.
13. He is a pupil.
14. He is Long.
15. They are boots.
16. It is a clock.
17. They are clocks.
18. We are pupils.
19. He is Nám.
20. She is Hồng.
21. They are pupils.
22. It is a comb.
23. It is a spoon.
24. We are teachers.
25. They are coats.
26. I am a student.
27. It is a top.
28. He is Kiet.
29. She is Nhàn.
30. It is a mango.

Pattern 3a

Previous Pattern:	Is it a cup?
New Pattern:	Is the cup small?

ORAL DRILL 3.1 - (Reinforcement of question patterns).

1. The book is big.	IS THE BOOK BIG?
2. A pencil is cheap.	IS A PENCIL CHEAP?
3. Cars are expensive.	ARE CARS EXPENSIVE?

4. The map is useful.
5. The house is expensive.
6. A top is small.
7. Kapok is useful.
8. Meat is good.
9. A pencil
10. Clocks are useful.
11. Bamboo is cheap.
12. Soup is good.
13. The tea is hot.
14. The comb is clean.
15. Houses are useful.
16. The mangos are bad.
17. The cup is small.
18. Tea is good.

Pattern 3b

This	is	a	pencil.	Yes, it is.
Is	this	a	pencil?	
That	is		chalk.	Yes, it is.
Is	that		chalk?	
These	are		books.	Yes, they are.
Are	these		books?	

COMMENTS

In this pattern (3b), short answers to questions are introduced.

In this short singular affirmative answer pattern (3c), we say "Yes," and follow with "it is."

In the plural affirmative answer pattern, we use the pronoun followed by "are."

ORAL DRILL 3.2

1. This is a desk. PUPIL A: IS THIS A DESK?
PUPIL B: YES, IT IS.
2. This is a blackboard. PUPIL A: IS THIS A BLACKBOARD?
PUPIL B: YES, IT IS.
3. This is a window. PUPIL A: IS THIS A WINDOW?
PUPIL B: YES, IT IS.
4. This is a pencil. PUPIL A: IS THAT A PENCIL?
PUPIL B: YES, IT IS.
5. This is ink. PUPIL A: IS THAT INK?
PUPIL B: YES, IT IS.

ORAL DRILL 3.2 (cont'd.)

6. This is a clock.
7. This is a map.
8. This is water.
9. This is soap.
10. This is a notebook.
11. This is a box.
12. This is a bell.
13. This is money.
14. This is a hat.
15. This is a fan.
16. This is a pencil.
17. This is a spoon.
18. This is a cup.

ORAL DRILL 3.3 (Plural Q and A)

1. These are pencils.
PUPIL A: ARE THOSE PENCILS?
PUPIL B: YES, THEY ARE.

2. These are maps.
PUPIL B: ARE THOSE MAPS?
PUPIL C: YES, THEY ARE.

3. These are clocks.
4. These are notebooks.
5. These are cars.
6. These are blackboards.
7. These are houses.
8. These are spoons.
9. These are cups.
10. These are boxes.
11. These are maps.
12. These are hats.
13. These are fans.
14. These are pencils.
15. These are combs.

Pattern 3c

A pencil	is	cheap.	Yes, it is.
Is	a pencil	cheap?	
The book	is	big.	Yes, it is.
Is	the book	big?	
The books	are	big.	Yes, they are.
Are	the books	big?	
Cars	are	expensive.	Yes, they are.
Are	cars	expensive?	
Ink	is	cheap.	Yes, it is.
Is	ink	cheap?	
The ink	is	cheap.	Yes, it is.
Is	the ink	cheap?	

ORAL DRILL 3.4

(This drill is similar to Drill 3.2 and 3.3 except that three pupils rather than two are necessary.)

1. fan
PUPIL A: A FAN IS CHEAP.
PUPIL B: IS A FAN CHEAP?
PUPIL C: YES, IT IS.

2. pen
PUPIL B: A PEN IS CHEAP.
PUPIL C: IS A PEN CHEAP?
PUPIL D: YES, IT IS.

3. cup
4. mango
5. hat
6. top
7. spoon
8. plate
9. notebook
10. pencil
11. mango
12. comb
13. top
14. fan
15. comb

ORAL DRILL 3.5

1. house

PUPIL A: THE HOUSE IS EXPENSIVE.
PUPIL B: IS THE HOUSE EXPENSIVE?
PUPIL C: YES, IT IS.

2. coat
3. blouse
4. clock
5. boat
6. clock
7. boot
8. bell
9. house
10. desk
11. chair
12. pot
13. coat
14. house
15. clock

ORAL DRILL 3.6

Yes, I am.
Yes, he is.

(Drill of all the pronouns with short answers)

COMMENTS

The teacher should use real names of persons in the class. Try to choose names which are used either for girls alone or boys alone, not for both sexes.

1. Are you Phi? YES, I AM.
2. Is he Phi? YES, HE IS.
3. Are we pupils? YES, WE ARE

4. Is it a cup?
5. Are you Tuấn?
6. Is he a pupil?
7. Is she a teacher?
8. Are they pens?
9. Is it a hat?
10. Are you pupils
11. Are you students?
12. Is he a teacher?
13. Is it a cup?
14. Are they rulers?
15. Am I a teacher?
16. Are they pupils?
17. Is he Tâm?
18. Is she Huệ?
19. Are we teachers?
20. Are you a pupil?
21. Are you pupils?

22. Am I a teacher?
23. Am I Năm?

Pattern 3d

Previous Pattern:

He is Kiệt.
It is a pen.
They are students.

New Pattern:

He is not Kiệt.
It is not a pen.
They are not students.

He	is		Kiệt.	It	is		a pen.
He	is	NOT	Kiệt.	It	is	NOT	a pen.

They	are		students.
They	are	NOT	students.

COMMENTS

This is the negative form of Pattern 2e. In this pattern the word "not" is like the Vietnamese.

Put "not" after the verbs "is" and "are" in this pattern.

ORAL DRILL 3.7

1. It is a pen. IT IS NOT A PEN.
2. He is Phi. HE IS NOT PHI.
3. They are pupils. THEY ARE NOT PUPILS.

4. It is a ruler.
5. She is Ngọc.
6. We are teachers.
7. I am a pupil.
8. They are teachers.
9. I am Thuận.

10. You are students.
11. He is a teacher.
12. He is Năm.
13. She is Mary.
14. We are pupils.
15. It is a boat.

16. They are fans.
17. You are Long.
18. They are teachers.
19. I am a student.
20. He is Tâm.
21. It is a cup.

22. You are pupils.
23. She is Cúc.
24. I am a teacher.
25. They are rulers.
26. We are students.
27. It is a sock.

28. They are mangos.
29. He is a pupil.
30. I am Sớn.
31. It is a book.
32. You are a student.
33. They are coats.

34. He is Phi.
35. It is a comb.
36. We are teachers.
37. I am Huệ.
38. They are boots.
39. She is Nguyệt.

40. He is Năm
41. It is a spoon.

GRAMMAR LESSON FOUR

Pattern 4a

Previous Pattern:

I am Phi.	I am a pupil.
I'm Phi. $[a^{i}m]$	I'm a pupil. $[a^{i}m]$
We are pupils. We're pupils.	Long is a teacher. Long's a teacher.

COMMENTS

These are the contracted or "short" forms of the parts of the verb "to be" "am, is, are." These short forms are used in conversation and in speaking in all but the most formal situations. These short forms are not "poor" or "sloppy" English; in fact, if they are not understood and produced with ease, conversation often becomes difficult and tiring for both native and non-native speakers.

ORAL DRILL 4.1

1. Phi	I'M PHI.
2. he	HE'S PHI.
3. pupil	HE'S A PUPIL.
4. Năm	NĂM'S A PUPIL.

5. John
6. teacher
7. Huệ
8. she
9. I
10. you
11. we
12. pupil
13. he
14. she
15. they
16. Kiệt
17. Long
18. Mary
19. she
20. you
21. they
22. I
23. teacher
24. you
25. he
26. she
27. Hùng
28. pupil
29. I
30. they
31. Nhân & Hòa
32. they
33. she
34. we
35. you
36. Cúc
37. teacher
38. you
39. he
40. pupil
41. they
42. we

ORAL DRILL 4.2

1. pen	IT'S A PEN.
2. hat	IT'S A HAT.
3. cups	THEY'RE CUPS.

4. fan
5. boot
6. comb
7. socks
8. top
9. boats
10. coat
11. fans
12. blouse
13. cups
14. spoon
15. plates
16. hats
17. boots
18. mango
19. boat
20. clocks
21. tops
22. plate
23. spoons

Pattern 4b

Previous Patterns:	He	is	not	Thuận.	It	is	not	a	ruler.
New Pattern:	He	isn't		Thuận.	It	isn't		a	ruler.

COMMENTS

This is a short form of the negative of "am," "is," "are" (parts of the verb "to be"). The short form is used in normal conversation. Note that the short form of "I am not" is "I'm not."

ORAL DRILL 4.3

1. He's Phi. HE ISN'T PHI.
2. It's a cup. IT ISN'T A CUP.
3. They're teachers. THEY AREN'T TEACHERS.

4. She's a pupil.
5. It's a pen.
6. They're rulers.
7. She's Cuc.
8. He's Tâm.
9. You're a student.
10. I'm a teacher.
11. We're pupils.
12. It's a boot.
13. They're boats.
14. She's a teacher.
15. He's Phi.
16. They're mangos.
17. You're teachers.
18. I'm a pupil.
19. He's a student.
20. She's Nhân
21. It's a top.
22. They're coats.
23. We're pupils.

Pattern 4c

I	am	walk	ING.
You	are	sitt	ING.
He	is	stand	ING.
She	is	cook	ING.
It	is	work	ING.
We	are	study	ING.
You	are	work	ING.

COMMENTS

This is the form of the present tense which is usually used to show that an action is going on at the moment of speaking. The time of the action may, however, be somewhat long.

NOTE: This form can also be used to indicate the future.
Its use in the future will be studied later.

ORAL DRILL 4.4

1. you YOU'RE WALKING.
2. he HE'S WALKING.
3. she SHE'S WALKING.

4. they
5. we
6. I
7. you
8. she
9. they
10. he
11. I
12. we
13. you
14. they
15. he
16. we
17. she
18. I
19. they
20. you
21. he
22. we

ORAL DRILL 4.5

1. sit I'M SITTING.
2. stand I'M STANDING.
3. he HE'S STANDING.

4. work
5. study
6. read
7. they
8. she
9. cook
10. run
11. it
12. Kiệt
13. he
14. paint
15. we
16. Sơn
17. Ngọc
18. work
19. she
20. I
21. it
22. we
23. they
24. write
25. she
26. you
27. Năm
28. teach
29. eat
30. he
31. she
32. it
33. we
34. wait
35. I
36. they
37. sleep
38. Hùng
39. he
40. smile
41. she
42. we
43. I

Pattern 4d

Previous Pattern:	I	am	walking.	He	is	standing.
New Pattern:	Am	I	walking?	Is	he	standing?

ORAL DRILL 4.6

1. You are resting. ARE YOU RESTING?
2. They are standing. ARE THEY STANDING?
3. We are painting. ARE WE PAINTING?

4. Hòa is cooking.
5. They are smiling.
6. The nurse is waiting.
7. The boy is swimming.
8. They are jumping.
9. You are working.
10. The doctor is working.
11. The girl is crying.
12. They are waiting.
13. The teacher is walking.
14. The teachers are reading.
15. The child is shouting.
16. The children are shouting.
17. They are smiling.
18. We are waiting.
19. It is working.
20. Kiệt is swimming.
21. The woman is working.
22. The girls are eating.
23. The boys are jumping.
24. She is sewing.
25. They are reading.
26. I am waiting.
27. Thuận is sleeping.
28. Long is running.
29. Năm is working.
30. We are studying.

Pattern 4e

Previous Pattern:	He	is	walking.
New Pattern:	He	is not	walking.

COMMENT

This is the negative form of Pattern 4c.

ORAL DRILL 4.7

1. She is studying.	SHE IS NOT STUDYING.
2. He is sleeping.	HE IS NOT SLEEPING.
3. Năm is swimming.	NĂM IS NOT SWIMMING.

4. We are teaching.
5. They are working.
6. You are eating.
7. I am smiling.
8. Ngọc is working.
9. He is pointing.
10. They are running.
11. We are standing.
12. She is crying.
13. He is waiting.
14. It is working.
15. They are driving.
16. She is sewing.
17. He is cooking.
18. They are gardening.
19. We are dancing.
20. You are sleeping.
21. He is walking.

Pattern 4f

Previous Pattern:	They	are	working.
New Pattern:	They	aren't	working.

COMMENTS

This is really a combination of patterns which you have already learned. This pattern is the short negative form of the immediate present. Use this pattern in all ordinary conversation.

NOTE: The short form of "I" e.g. "I'm not studying."

ORAL DRILL 4.8

1. He is not swimming.	HE ISN'T SWIMMING.
2. They are not walking.	THEY AREN'T WALKING.
3. Tâm is not sleeping.	TÂM ISN'T SLEEPING.

4. She is not teaching.
5. They are not eating.
6. You are not working.
7. He is not smiling.
8. We are not pointing.
9. I am not running
10. Ngọc is not crying.
11. He is not waiting.
12. We are not standing.
13. They are not gardening.
14. She is not running.
15. He is not driving.
16. We are not dancing.
17. They are not resting.
18. She is not reading.
19. I am not shouting.
20. You are not listening.
21. They are not jumping.
22. She is not cooking.
23. He is not sewing.
24. They are not working.
25. Cúc is not resting.
26. I am not sleeping.
27. She is not waiting.
28. He is not pointing.

Pattern 4g

Previous Pattern	Are you Tâm? Yes, I am. (No, I'm not.)
New Pattern:	Are they working? Yes, they are. (No, they aren't)

COMMENTS

This pattern teaches the short answers to questions with the immediate present (the form which ends in " -ing". Both positive and negative responses are presented.

ORAL DRILL 4.9

1. Is he working? (yes) YES, HE IS.
2. Is LANG resting? (yes) YES, SHE IS.
3. Are they swimming? (no) NO, THEY AREN'T

4. Are we standing? (no)
5. Is he sleeping? (yes)
6. Are they reading? (yes)
7. Is he jumping? (yes)
8. Is Bông walking? (yes)
9. Are you sleeping? (no)
10. Is Sơn cooking? (no)
11. Am I sitting? (no)
12. Are they dancing? (yes)
13. Is he driving? (no)
14. Is Cúc crying? (yes)
15. Are you running? (no)
16. Are they sewing (yes)
17. Is he shouting? (no)
18. Are we jumping? (no)
19. Is Kiệt sleeping (yes)
20. Is Hồng reading? (no)
21. Are you cooking? (no)
22. Is she swimming? (yes)
23. Is Phi gardening? (no)
24. Am I teaching? (yes)
25. Are they running? (no)
26. Is it working? (yes)
27. Is Tâm resting? (no)

GRAMMAR LESSON FIVE

REVIEW LESSON

1) (To review the use of "a" with "this" and "that".) Use "this" to show relative closeness; use "that" to show relative distance.

1. plate	THIS IS A PLATE.
2. that	THAT IS A PLATE.
3. cup	THAT IS A CUP.

4. clock
5. spoon
6. this
7. that
8. top
9. boot
10. this
11. fan
12. pen
13. sock
14. that
15. boat
16. coat
17. this
18. blouse
19. hat
30. that
21. mango
22. cup
23. this
24. comb
25. that
26. teacher
27. this
29. pupil
30. desk
31. ruler
32. that
33. book
34. car
35. chair
36. map
37. this
38. hat
39. pencil
40. that

2) (To review "this" and "that" with mass-nouns.) Do not use "a" with items which cannot be counted, or with personal names.

1. coffee	THIS'S COFFEE.
2. oil	THIS'S OIL.
3. that	THAT'S OIL.

4. money
5. butter
6. this
7. chalk
8. honey
9. bamboo
10. water
11. that
12. ice
13. soup
14. this
15. that
16. tea
17. meat
18. this
19. ink
20. soap
21. chalk
22. soup
23. that

3) (To review use of article "a" in combination with mass and count nouns.) Use "a" with things which can be counted. Do not use "a" with things which cannot be counted, or with personal names.

1. Tuấn	THIS IS TUẤN.
2. cup	THIS IS A CUP.
3. tea	THIS IS TEA.
4. that	THAT IS TEA.

5. soap
6. Hoà
7. pen
8. ruler
9. comb
10. fan
11. bamboo
12. boot
13. this
14. top
15. spoon
16. honey
17. clock
18. that
19. chalk
20. butter
21. money
22. this
23. clock
24. kapok
25. oil
26. plate
27. comb
28. cup
29. that
30. mango
31. soap
32. ink
33. hat
34. coat
35. this
36. boat
37. tea
38. soup
39. that
40. soap

4) (To review the use of "is" with adjectives.)

1. ink INK IS CHEAP.
2. useful INK IS USEFUL.
3. clock A CLOCK IS USEFUL.

4. good
5. mango
6. water
7. chalk
8. map
9. useful
10. plate
11. car
12. big
13. useful
14. money
15. boat
16. pen
17. oil
18. ice
19. good
20. butter
21. honey
22. mango
23. boat
24. big
25. car
26. useful
27. clock
28. boot
29. ink
30. bamboo
31. hat
32. water
33. good
34. coffee
35. tea
36. cheap
37 comb
38. pen
39. soup

40. good
41. meat
42. butter

5) (To review the use of "this," "that" and "the" with mass and count nouns.)

1. map THIS IS A MAP. THE MAP IS GOOD.
2. that THAT IS A MAP THE MAP IS GOOD.
3. water THAT IS WATER. THE WATER IS GOOD.

4. car
5. meat
6. kapok
7. pen
8. this
9. soup
10. boat
11. cup
12. soap
13. ice
14. comb
15. that
16. honey
17. boat
18. clock
19. oil
20. fan
21. bamboo
22. this
23. hat
24. tea
25. coffee
26. spoon
27. butter
28. pen
29. that
30. chalk
31. blouse
32. coat
33. spoon

6) (To review statements "This car is old." "That car is new."

1. old THAT CAR IS OLD.
2. pen THAT PEN IS OLD.
3. cheap THAT PEN IS CHEAP.

4. expensive
5. cup
6. this
7. that
8. small
9. big
10. clock
11. old
12. cheap
13. this
14. new
15. expensive
16. pen
17. that
18. this
19. good
20. bad
21. that
22. new
23. this
24. old
25. cheap
26. mango
27. good
28. that
29. bad
30. cheap

7) (To review statements "These cars are new." - Those cars are old.")
Convert the following statements from the singular to the plural form.

1. This is a car. THESE ARE CARS.
2. That is a car. THOSE ARE CARS.
3. This is a pen. THESE ARE PENS.

4. This is a pupil.
5. That is a table.
6. That is a pencil.
7. This is a ruler.
8. This is a clock.
9. That is a fan.
10. This is a teacher.
11. This is a boat.
12. This is a top.
13. That is a car.
14. That is a cup.
15. This is a box.
16. That is a boot.
17. This is a notebook.
18. That is a sock.
19. That is a blouse.
20. This is a coat.

8) (To review the pronouns with the parts of the verb "to be" - "am", "is", and "are." Complete the following statements:

1. I - Năm I AM NĂM.
2. You - pupil YOU ARE A PUPIL.
3. He - teacher HE IS A TEACHER.

4. she - Nhân
5. you - Kiệt
6. you - Ngọc
7. he - Tâm
8. she - Huệ
9. they - boy
10. they - teacher
11. she - Mary
12. they - girl
13. you - Phi
14. he - Sơn
15. he - boy
16. they - pupil
17. you - teachers
18. you - teacher
19. he - boy
20. they - boy
21. he - John
22. I - Hũng
23. we - pupil
24. she - girl
25. it - pen
26. they - cup
27. I - pupil
28. we - teacher
29. it - cup
30. they - pen
31. he - student

9) (To review pronouns in substitution.) Supply the correct statements as follows:

1. he HE'S A PUPIL.
2. teacher HE'S A TEACHER.
3. she SHE'S A TEACHER.

4. they
5. we
6. I
7. you
8. they
9. pupil
10. he
11. Long
12. we
13. I
14. you - Thuận
15. he
16. pupil
17. teacher
18. she
19. we
20. Kiệt
21. they
22. pupil
23. you
24. they
25. I
26. we
27. he
28. teacher
29. I
30. he
31. she
32. Ngọc
33. they

10) (To review questions with "am," "is" and "are" and nouns.) Change the following statements into questions as follows:

1. He is Phi. IS HE PHI?
2. They are pupils. ARE THEY PUPILS?
3. You are teachers. ARE YOU TEACHERS?

4. It is a ruler.
5. He is a pupil.
6. They are teachers.
7. She is Hồng.
8. We are students.
9. It is a hat.
10. They are fans.
11. It is a pen.
12. She is a teacher.
13. He is a pupil.
14. He is Kiệt.
15. They are boots.
16. It is a clock.
17. They are clocks.
18. We are pupils.
19. He is Tâm.
20. She is Nguyệt.
21. They are pupils.
22. It is a comb.
23. It is a spoon.
24. We are teachers.
25. They are coats.
26. I am a student.
27. It is a top.
28. He is Năm.
29. She is Huệ.
30. It is a mango.

11) (To review questions with noun/adjective combinations.) Change the following statements into questions, for example:

1. A pencil is cheap. IS A PENCIL CHEAP?
2. The fan is new. IS THE FAN NEW?
3. A mango is good. IS A MANGO GOOD?

4. The cup is clean.
5. A cup is cheap.
6. Water is good.
7. The book is thin.
8. Ice is cold.
9. A pen is cheap.
10. A pencil is useful.
11. The boat is new.
12. A car is big.
13. A comb is small.
14. Coffee is good.
15. A coat is useful.
16. Tea is cheap.
17. A top is small.
18. The boot is new.

12) (To review short answers with all the pronouns.) Give short answers to the following questions. The teacher will indicate whether the answer is to be negative or positive.

1. Is the book new? (yes) YES, IT IS.
2. Are you Kiệt? (no) NO, I'M NOT.
3. Are you teachers? (no) NO, WE AREN'T.

4. Is this pen new? (yes)
5. Are these books cheap? (yes)
6. Are you students? (yes)
7. Is Sơn a teacher? (no)
8. Is Tuyết a pupil? (yes)
9. Are Tuấn & Phi pupils? (yes)
10. Is the tea hot? (yes)
11. Is ice cold? (yes)
12. Are you pupils? (yes)
13. Are we teachers? (no)
14. Is he Tâm? (no)
15. Is this comb good? (yes)
16. Are they pupils? (yes)
17. Is a fan useful? (yes)
18. Is that book new? (no)
19. Am I a pupil? (no)
20. Are we students? (no)
21. Is he Long? (yes)
22. Is that a cup? (yes)
23. Is this a desk? (yes)
24. Are Năm and Phi pupils? (yes)
25. Are they teachers? (no)
26. Are the cups cheap? (yes)
27. Is tea bad? (no)
28. Is she a teacher? (no)
29. Are you pupils? (yes)

13) (To review the form of the present tense with "-ing.") Complete the following sentences, for example:

1. you YOU ARE WALKING.
2. he HE IS WALKING.
3. I I AM WALKING.

4. they
5. she
6. we
7. I
8. sit
9. we
10. you
11. they
12. Kiệt
13. work
14. it
15. she
16. read
17. I
18. they
19. she
20. we
21. write
22. she
23. you
24. they
25. he
26. I
27. Mary
28. study.
29. I
30. you
31. he
32. she
33. they

14) To review the contracted form of the negative "am," "is" and "are.") Give the negative forms for the following sentences, for example:

1. It's a cup. IT ISN'T A CUP.
2. He's a pupil. HE ISN'T A PUPIL.
3. They're teachers. THEY AREN'T TEACHERS.
4. I'm a student. I'M NOT A STUDENT.

5. She's a teacher.
6. It's a ruler.
7. We're teachers.
8. They're pupils.
9. They're books.
10. I'm a pupil.
11. She's Nhân.
12. They're cups.
13. It's a boat.
14. We're teachers.
15. They're students.
16. He's a pupil.
17. It's a comb.
18. They're combs.
19. I'm Thuân.
20. He's Tuân.
21. We're pupils.
22. She's a teacher.

15) (To review the short form of the present tense with "-ing." Give the short forms of the following phrases, for example:

1. you YOU'RE WALKING.
2. he HE'S WALKING.
3. I I'M WALKING.

4. they
5. she
6. we
7. I
8. sit
9. we
10. you
11. they
12. Long
13. work
14. it
15. she
16. read
17. I
18. they
19. she
20. we
21. write
22. she
23. you
24. they
25. he
26. I
27. Hoa
28. study
29. I
30. you
31. he
32. she
33. they

16) (To review the question form of the present tense with "-ing.") Convert the following statements into questions for example:

1. He's walking. IS HE WALKING?
2. She's reading. IS SHE READING?
3. They're teaching. ARE THEY TEACHING?

4. You're resting.
5. He's smiling.
6. They're painting.
7. I'm writing.
8. He's waiting.
9. We're working.
10. It's working.
11. They're shouting.
12. You're sleeping.
13. He's listening.
14. She's walking.
15. They're running.
16. I'm gardening.
17. You're writing.
18. We're swimming.

17) (To review short negative forms of the present tense with "-ing.") Change the following phrases from positive to negative, for example:

1. He is swimming. HE ISN'T SWIMMING.
2. They are walking THEY AREN'T WALKING.
3. She is sleeping. SHE ISN'T SLEEPING.

4. You are listening.
5. They are writing.
6. She is reading.
7. I am teaching.
8. It is working.
9. They are swimming.
10. I am resting.
11. She is sewing.
12. We are running.
13. He is cooking.
14. They are gardening.
15. We are shouting.
16. They are shouting.
17. It is running.
18. I am eating.
19. He is jumping.
20. She is crying.
21. They are standing.

18) (To review positive and negative short answers to questions with "-ing.") Give the correct short answers to the following questions. The teacher will indicate whether the answer is to be positive or negative.

1. Is he working? (yes) YES, HE IS.
2. Are they reading? (no) NO, THEY AREN'T.
3. Is she writing? (yes) YES, SHE IS.

4. Is he swimming? (yes)
5. Are they running? (no)
6. Is she sleeping? (yes)
7. Is it working? (yes)
8. Are you listening? (yes)
9. Am I reading? (no)
10. Are they jumping? (yes)
11. Is she sewing? (no)
12. Are we standing? (no)
13. Are they shouting? (yes)
14. Is he cooking? (no)
15. Am I sitting? (no)
16. Are you sitting? (yes)
17. Is Cúc crying? (no)
18. Is Kiệt working? (yes)
19. Are we teaching? (no)
20. Is she walking? (yes)
21. Is Tâm gardening? (yes)
22. Are you waiting? (no)
23. Am I shouting? (no)
24. Are they dancing? (yes)
25. Is she driving? (no)
26. Are you cocking? (no)
27. Is it working? (no)
28. Are you studying? (yes)
29. Are they swimming? (yes)
30. Is Tuấn smiling? (yes)

GRAMMAR LESSON SIX

Pattern 6a

Previous Patterns:	He	is	a	pupil.	They	are		teachers.
New Pattern:	He	has	a	pen.	They	have	a	ruler.

I you we they	HAVE	he she it	HAS

COMMENTS

This verb in this situation has the same meaning as the Vietnamese when it denotes owning something, or being in possession of something. Notice the form for "he, she and it." (Its use, meaning "to eat something," will be seen later, e.g. "I have breakfast every day" = "I eat breakfast every day.")

ORAL DRILL 6.1

1.	Hoà	HOA HAS A PEN.
2.	she	SHE HAS A PEN
3.	we	WE HAVE A PEN.

4. I
5. you
6. they
7. mango
8. he
9. we
10. she
11. they
12. Năm
13. we
14. I
15. he
16. Kiệt & Long
17. you
18. she
19. he
20. ruler
21. book
22. she
23. they
24. we
25. I
26. he
27. Tuấn
28. you
29. I
30. Năm & Sơn
31. they
32. he
33. she

Pattern 6b

Previous Patterns:	I	am working	(now)
	I	work	(every day).

I you we they	walk smile run wait stand paint cook

he she it	walks smiles runs waits stands paints cooks

COMMENTS

1) In this form of the present tense, it is most important to add "-s" to "HE", SHE and IT."

2) This tense usually indicates that an action is habitual, something which is done every day (or repeated at various intervals).

3) Certain verbs such as "know", "understand," "want etc., can only appear in this particular tense.

ORAL DRILL 6.2

1. study I STUDY EVERY DAY.
2. you YOU STUDY EVERY DAY.
3. we WE STUDY EVERY DAY.

4. they
5. you
6. work
7. I
8. she
9. he
10. smile
11. she
12. cry
13. run
14. Tâm
15. he
16. I
17. we
18. Năm & Phi
19. read
20. they
21. he
22. she
23. you
24. write
25. they
26. I
27. she
28. Thuận
29. Cúc
30. wait
31. we
32. you
33. I
34. he
35. Phi & Kiệt

ORAL DRILL 6.3

1. every day HE WALKS EVERY DAY.
2. reads HE READS EVERY DAY.
3. now HE'S READING NOW.

4. they
5. every day
6. walk
7. he
8. now
9. study
10. we
11. every day
12. you
13. I
14. Kiệt & Năm
15. now
16. they
17. every day
18. work
19. now
20. we
21. he
22. she
23. it
24. you
25. every day
26. swim
27. Lạng
28. now
29. I
30. every day
31. now
32. she
33. every day,
34. Năm & Tuấn
35. he

Pattern 6c

Previous Patterns:	They work every day. He works every day.
New Pattern:	Do they work every day? Does he work every day?

Previous Pattern:		They work every day.
New Pattern:	DO	they work every day?

Previous Pattern:		He work	s	every day.
New Pattern:	DOES	he work		every day?

Do I . . . . . ?

Do you . . . . .? Does he . . . . . ?

Do we . . . . . . ? Does she . . . . .?

Do they . . . . ? Does it . . . . . ?

ORAL DRILL 6.4

1. you swim	DO YOU SWIM?
2. he runs	DOES HE RUN?
3. it works	DOES IT WORK?

4. You swim.
5. They smile.
6. He works.
7. We study.
8. I read.
9. He walks.
10. She cries.
11. It runs.
12. You write.
13. We read.
14. You wait.
15. He listens.
16. They work.
17. You walk.
18. She swims.
19. They rest.
20. I sleep.
21. He shouts.
22. You dance.
23. It works.
24. We sew.
25. She cooks.
26. He drives.
27. They work.
28. She sews.
29. We learn.
30. He reads.

ORAL DRILL 6.5

1. every day	DOES HE SWIM EVERY DAY?
2. work	DOES HE WORK EVERY DAY?
3. they	DO THEY WORK EVERY DAY?

4. you
5. we
6. they
7. at night
8. sleep
9. in the morning
10. study
11. he
12. you
13. we
14. she
15. they
16. I
17. read
18. write
19. eat
20. he
21. we
22. she
23. they
24. you
25. work
26. every day
27. he
28. she
29. we
30. you
31. study
32. they
33. we
34. she
35. Phi
36. he
37. they
38. we
39. Tuấn & Tâm
40. you
41. Kiệt
42. I
43. swim
44. he
45. Long & Sơn
46. they
47. she

Pattern 6d

Previous Patterns:	I	work every day.	He		works every day.
New Pattern:	I DON'T	work every day.	He	DOESN'T	work every day.

I don't	he doesn't . . . . .
you don't	she doesn't . . . .
we don't	it doesn't . . . . .
they don't . . .	[dəznt]

COMMENTS

To turn a statement from positive to negative in this type of sentence, put "don't" or "doesn't" between the pronoun and the verb.

Be sure to use "don't" with "I, you, we, they."

Be sure to use "doesn't" with "he, she, it."

ORAL DRILL 6.6

1. you — YOU DON'T WORK EVERY DAY.
2. we — WE DON'T WORK EVERY DAY.
3. they — THEY DON'T WORK EVERY DAY.

4. he
5. read
6. I
7. you
8. they
9. she
10. he
11. write
12. you
13. we
14. they
15. I
16. she
17. you
18. smile
19. they
20. I
21. he
22. we
23. she
24. run
25. I
26. he
27. we
28. you
29. they
30. Hũng
31. he
32. I
33. work
34. Long and Kiệt
35. they
36. she
37. it
38. we
39. you
40. he
41. she
42. it

ORAL DRILL 6.7

1. now — I'M NOT WORKING NOW.
2. he — HE'S NOT WORKING NOW.
3. every day — HE DOESN'T WORK EVERY DAY.

4. you
5. we
6. they
7. she
8. it
9. I
10. swim
11. now
12. they
13. she
14. we
15. sleep
16. I
17. you
18. he
19. Tấn
20. teach
21. every day
22. you
23. she
24. he
25. we
26. you
27. Cúc and Huệ
28. they
29. I
30. now
31. he
32. she
33. cook
34. every day
35. they
36. he
37. she
38. I
39. she
40. Ngọc
41. now

ORAL DRILL 6.8

1. I am working.	AM I WORKING?
2. You work.	DO YOU WORK?
3. He works.	DOES HE WORK?

4. She's writing.
5. He's reading.
6. We swim.
7. He studies.
8. You're waiting.
9. Tâm's swimming.
10. He's smiling.
11. I'm walking.
12. She's crying.
13. She cries.
14. They're reading.
15. We're studying.
16. Nhân swims.
17. He's running.
18. You're listening.
19. We work.
20. She's walking.
21. Lang and Huệ are swimming.
22. They're studying.
23. He reads.
24. He's reading.
25. I'm writing.
26. You swim.
27. He's waiting.
28. He waits.
29. They're jumping.
30. He's gardening.
31. You dance.

GRAMMAR LESSON SEVEN

Pattern 7a

Previous Pattern: I'm Phi.
New Pattern: I'm happy.

COMMENTS

Adjectives (words like "happy," "good," "bad," "old," "new") can fill the same place in sentences with "am, is, are" as personal names.

ORAL DRILL 7.1

1. happy WE'RE HAPPY.
2. they THEY'RE HAPPY.
3. I I'M HAPPY.

4. you
5. he
6. she
7. it
8. useful
9. good
10. we
11. he
12. small
13. you
14. bad
15. they
16. it
17. she
18. tired
19. you
20. we
21. they
22. he
23. big
24. it
25. I
26. you
27. we
28. she
29. they
30. it
31. new
32. old
33. good
34. I
35. we

Pattern 7b

Previous Pattern: Are you working? Yes, I am.
New Pattern: Do you work? Yes, I do.

COMMENTS

This pattern show the positive short answers to questions with "do."

ORAL DRILL 7.2

1. Do you study every day? YES, WE DO.
2. Does Hồng work every day? YES, SHE DOES.
3. Do they swim every day? YES, THEY DO.

4. Do you study every day?
5. Does he study every day?
6. Do you study every day?
7. Do you walk every day?
8. Do they cook every day?
9. Does she work every day?
10. Do we read every day?
11. Do you study every day?
12. Does he wait every day?
13. Do Cúc and Hòa study every day?
14. Does it work every day?
15. Do they write every day?
16. Do you work every day?
17. Does he walk every day?
18. Does she smile every day?
19. Do you wash every day?

ORAL DRILL 7.2 (cont'd.)

20. Do you study every day?
21. Does Long study every day?
22. Do you study every day?
23. Does he study every day?
24. Does Tâm study every day?
25. Does he study every day?
26. Do I teach every day?
27. Do you study every day?
28. Do I stand every day?
29. Do you sit every day?
30. Do we smile every day?
31. Do Năm and Kiệt swim every day?
32. Do they work every day?
33. Does he work every day?

Pattern 7c

Previous Pattern:	Do you swim?	Yes, I do.
New Pattern:	Do you swim?	No, I don't.

COMMENTS

This pattern shows negative short answers to questions with "do."

ORAL DRILL 7.3

1. Do you sleep every day? NO, WE DON'T.
2. Does he work every day? NO, HE DOESN'T.
3. Do you teach every day? NO, WE DON'T.

4. Do they cry every day?
5. Do I study every day?
6. Does he teach every day?
7. Do Tâm and Phi swim every day?
8. Does she work every day?
9. Do we walk every day?
10. Do they run every day?
11. Does Sơn teach every day?
12. Does he teach every day?
13. Do you study every day?
14. Do they smile every day?
15. Does he run every day?
16. Does it work every day?
17. Does she study every day?

18. Do they work every day?
19. Does Nhân study every day?
20. Does she study every day?
21. Do you sleep every day?
22. Does Hoà sleep every day?
23. Do I sleep every day?
24. Do we teach every day?

Pattern 7d

Previous Pattern: Are you working? Yes, I am.
New Pattern Are you working? Yes, I am. I'M WORKING

Previous Pattern: Is he Thuận? No, he isn't.
New Pattern: Is he Thuận? No, he isn't. HE ISN'T THUẬN.

ORAL DRILL 7.4

1. Are you Kiệt? (yes) YES, I AM. I'M KIỆT.
2. Are you Năm? (no) NO, I'M NOT. I'M NOT NĂM.
3. Is he working? (yes) YES, HE IS. HE'S WORKING.

4. Is he Phi? (yes)
5. Am I a teacher? (yes)
6. Am I a pupil? (no)
7. Are you teachers? (no)
8. Are you pupils? (yes)
9. Is this a cup?(no)
10. Is it a book? (yes)
11. Is she Ngọc? (yes)
12. Is she Tuyết? (no)
13. Are we studying? (yes)
14. Are we sleeping? (no)
15. Are they standing? (no)
16. Are they sitting? (yes)
17. Is this a window? (no)
18. Is it a door? (yes)
19. Are you crying? (no)
20. Are you smiling? (yes)
21. Is this ink? (yes)
22. Is this chalk? (yes)
23. Is he walking? (no)

24. Is he sitting? (no)
25. Is this a pen? (yes)
26. Is it a pencil? (no)

Pattern 7e

Previous Pattern: Nhân is happy.
New Pattern: Nhân is OFTEN happy.

COMMENTS

Put words like "often, always, sometimes, usually, never" after "am, is, are."

ORAL DRILL 7.5

1. often MARY IS OFTEN BUSY.
2. always MARY IS ALWAYS BUSY.
3. sometimes MARY IS SOMETIMES BUSY.

ORAL DRILL 7.5 (Cont'd.)

4. usually
5. tired
6. happy
7. John
8. always
9. sometimes
10. Tâm
11. sad
12. often
13. never
14. Kiệt
15. happy
16. tired
17. always
18. busy
19. usually
20. always
21. never
22. sad

Pattern 7f

Previous Pattern:	Mary	is always	busy.
New Pattern:	Mary	always works	

COMMENTS

Put words like "often, always, sometimes, usually, never" before verbs other than "am, is, are."

ORAL DRILL 7.6

1. often PHI OFTEN WORKS.
2. never PHI NEVER WORKS.
3. sometimes PHI SOMETIMES WORKS.

4. usually
5. always
6. Tuấn
7. study
8. often
9. walk
10. never
11. always
12. run
13. usually
14. Huệ
15. read
16. often
17. never

ORAL DRILL 7.7

1. busy I'M ALWAYS BUSY.
2. he HE'S ALWAYS BUSY.
3. work HE ALWAYS WORKS.

4. sleep
5. she
6. they
7. tired
8. happy
9. I
10. Hũng
11. usually
12. walk
13. they
14. work
15. it
16. never
17. they
18. quiet
19. he
20. she
21. you
22. always
23. read
24. they
25. busy
26. work
27. tired
28. drive
29. sad
30. she
31. Mary
32. Long and Thuận
33. sometimes
34. often
35. he
36. teach
37. she
38. usually

39. often
40. work

Pattern 7g

Is	Kiệt	sometimes	tired?
Does	Kiệt	sometimes	swim?

COMMENTS

This is not really a new pattern but a combination of two patterns which have already been shown.

1) "Am, is, are" use reversal of word-order to show a question.
2) Nearly all other verbs take "do, does" at the beginning of the sentence.

ORAL DRILL 7.8

1.	sometimes	IS KIỆT SOMETIMES TIRED?
2.	swim	DOES KIỆT SOMETIMES SWIM?
3.	sad	IS KIỆT SOMETIMES SAD?

4. busy
5. happy
6. Tâm
7. work
8. often
9. walk
10. Cúc
11. she
12. we
13. sleep
14. angry
15. they
16. eat
17. always
18. work
19. busy
20. he
21. cook
22. quiet
23. often
24. usually
25. noisy
26. careful
27. swim
28. dance
29. run
30. happy

GRAMMAR LESSON EIGHT

Pattern 8a

Previous Pattern:	This book is cheap.
New Pattern:	It's a cheap book.

COMMENTS

Describing words or adjectives come before the thing or things which they describe.

ORAL DRILL 8.1

1.	cheap	IT'S A CHEAP BOOK.
2.	books	THEY'RE CHEAP BOOKS.
3.	new	THEY'RE NEW BOOKS.

4. clean
5. dirty
6. new
7. useful
8. useless
9. a comb
10. cheap
11. good
12. a pen
13. new
14. small
15. cheap
16. soap
17. good
18. bad
19. meat
20. cold
21. tea
22. coffee
23. hot
24. good
25. clocks
26. new
27. big
28. small
29. cheap
30. a hat
31. a pen
32. pens
33. cups
34. a boot
35. spoons
36. old
37. new
38. books
39. old
40. thick
41. thin
42. a book
43. good
44. a pen
45. a coat
46. new
47. a spoon
48. old
49. cheap
50. spoons

Pattern 8b

Previous Pattern:	It's		a cheap book.
New Pattern:	It	isn't	a cheap book.

COMMENTS

This is the negative form of Pattern 8a.

ORAL DRILL 8.2

1.	cheap	IT ISN'T A CHEAP BOOK.
2.	books	THEY AREN'T CHEAP BOOKS.
3.	new	THEY AREN'T NEW BOOKS.

ORAL DRILL 8.2 (Cont'd.)

4. a pen
5. a plate
6. a book
7. big
8. new
9. pen
10. good
11. pens
12. cheap
13. useful
14. small
15. bad
16. soap
17. soup
18. coffee
19. a book
20. books
21. coat
22. tea
23. boots
24. cheap
25. hats
26. meat
27. clocks
28. tea
29. hot
30. good
31. a clock
32. clocks
33. new
34. a sock
35. old
36. cheap
37. fans
38. a fan
39. small
40. useful

Pattern 8c

Previous Pattern:	This is	a good	pen.
New Pattern:	This is	my	pen.

I . . . . my
you . . . . your
he . . . . his
she . . . . her
it . . . . its
we . . . . our
they . . . . their

COMMENTS

This pattern shows how possession, ownership or connection with things is expressed in English.

1) Each person has a different word. It is important to drill a lot so that there is no hesitation as to which word goes with which person.

NOTE: It is our book.
They are our books.

ORAL DRILL 8.3

1. he IT'S HIS PEN.
2. I IT'S MY PEN.
3. we IT'S OUR PEN.

4. you
5. he
6. she
7. they
8. we
9. he
10. Thuận
11. you
12. she
13. I
14. she
15. they
16. she
17. you
18. they
19. we
20. he
21. I
22. Phi and Kiệt
23. John & Mary
24. they
25. you
26. I
27. we
28. he
29. she
30. they
31. Tâm & Hoà
32. we
33. I
34. you
35. I
36. she
37. they
38. girl
39. we
40. he
41. you

ORAL DRILL 8.4

1. I	I HAVE A PEN.	IT'S MY PEN.
2. we	WE HAVE A PEN.	IT'S OUR PEN.
3. three pens	WE HAVE THREE PENS.	THEY'RE OUR PENS.

4. he
5. they
6. I
7. a book
8. she
9. you
10. we
11. two books
12. he
13. she
14. I
15. you
16. a cup
17. they
18. we
19. she
20. Ngọc
21. two socks
22. I
23. you
24. she
25. he
26. they
27. a spoon
28. she
29. you
30. we
31. Nhân and Lang

ORAL DRILL 8.5

1. Is this her pen? (yes)	YES, IT IS.	IT'S HER PEN.
2. Is this his pen? (no)	NO, IT ISN'T.	IT ISN'T HIS PEN.
3. Is this your pen? (yes)	YES, IT IS.	IT'S MY PEN.

4. Is this his pen? (no)
5. Is this her pen? (yes)
6. Are these her pens? (yes)
7. Are these his pens? (no)
8. Is this his book? (yes)
9. Is this their book? (no)
10. Is this their ruler? (yes)
11. Is this your ruler? (no)
12. Are these our pencils? (yes)
13. Are these his pencils? (no)
14. Is this her cup? (yes)
15. Is this his cup? (no)
16. Are these my rulers? (yes)
17. Are these her rulers? (no)

Pattern 8d

Questions			Statements		
Is Kiệt	EVER	tired?	Kiệt's	NEVER	tired.
Are you	EVER	hungry?	You're	NEVER	hungry.
Do you	EVER	learn French?	You	NEVER	learn French.
Does Tâm	EVER	cry?	TÂM	NEVER	cries.

COMMENTS

1) Use never in statements.
2) Use ever in questions.
3) Use ever and never in the same position as always, usually, etc.

ORAL DRILL 8.6

(To use NEVER and EVER.) Repeat the statements and questions. Include the word NEVER in the proper position in the statements only. Include the word EVER in the proper position in the questions only. For example:

1. I'm tired . . . . I'M NEVER TIRED.
2. Does she work at night? DOES SHE EVER WORK AT NIGHT?
3. He's happy. HE'S NEVER HAPPY.

4. She's sleepy.
5. They're sad.
6. Does she cry?
7. He's hungry in the morning.
8. She teaches English.
9. He teaches Vietnamese.
10. I drink coffee.
11. Do you drive a car?
12. They cook rice.
13. Does Long read books?
14. He and Tâm eat bread.
15. You drink milk.
16. Mary's quiet.
17. We're busy.
18. Are they careful?
19. Do you drink tea?
20. She drinks water.
21. They read books.
22. Does he swim?
23. Are they sad?
24. Is Sơn happy?
25. Thuan's busy.

Pattern 8e

I don't need ANY books. Do you need some bread?
I need SOME pencils. Do you need any bread?

I need	SOME bread.	I	don't	need	ANY	bread.
I want	SOME books.	I	don't	want	ANY	books.
I have	SOME pens.	I	don't	have	ANY	pens.
He eats	SOME bread.	He	doesn't	eat	ANY	bread.
They want	SOME coffee.	They	don't	want	ANY	coffee.

COMMENTS

1) The words "some" and "any" are used with mass-nouns instead of "the" and "a".
2) They are also used with plural count-nouns when we refer to plural count-nouns in a general sense, i.e., when we are talking about plural count-nouns in a non-specific sense.
3) Use SOME or ANY in questions.
4) Use SOME in positive statements.
5) Use ANY after a negative.
6) You will sometimes hear "any" used in positive statements of a rather idiomatic restricted type: "Any fool can see that."

ORAL DRILL 8.7

1. I have	I HAVE SOME BOOKS.
2. I don't have	I DON'T HAVE ANY BOOKS.
3. Do you have	DO YOU HAVE ANY BOOKS?

4. does he have
5. bread
6. they
7. she doesn't have
8. do you want
9. socks
10. boots
11. water
12. they have
13. we don't have
14. does Kiệt have
15. mangos
16. they have
17. want
18. he has
19. does she have
20. we don't have
21. ink
22. I want
23. we don't want
24. they need
25. do you need
26. does he have
27. do you have
28. tea
29. do you want
30. Ngọc and Lang have
31. they have
32. they want
33. we don't want
34. do they want
35. do you want
36. I have
37. they don't have
38. hats
39. we don't need
40. do you want

Pattern 9a

GRAMMAR LESSON NINE

WHAT	does John study?	English.
WHAT	is Tuấn?	A teacher
WHAT	are you doing?	I'm writing a letter.
WHO	do you see?	Năm.
WHO	is your teacher?	Dr. Yates.
WHEN	does John study?	At night.
WHEN	is he in class?	In the morning.
WHERE	are you going?	Home.
WHERE	is Huế?	In Vietnam.
WHERE	is Bangkok?	In Thailand.
WHERE	do you live?	In Gia-Định.

COMMENTS

1) In English, question words come at the beginning of the question.
2) You must train yourself to hear the first word of a question. If you miss the first word of a question, you will probably misunderstand it.
3) Use the question-words WHAT, WHO, WHEN, WHERE, before the question-words "do" and "does"

ORAL DRILL 9.1

1. Kiệt's a teacher. WHAT'S KIỆT?
2. It's a book. WHAT'S THAT?
3. He's reading. WHAT'S HE DOING?

4. Mary's a student.
5. They're sleeping.
6. Paul's a doctor.
7. We're working.
8. They're nurses.
9. She's reading.
10. Phi's a student.
11. Năm's studying.
12. It's a chair.
13. John's a farmer.

ORAL DRILL 9.2

1. She's learning English. WHAT'S SHE LEARNING?
2. They're eating honey. WHAT ARE THEY EATING.
3. His name's Kiệt. WHAT'S HIS NAME?

4. He's drinking tea.
5. We're studying grammar.
6. They're building a house.
7. He's cooking rice.
8. They're reading poetry.
9. She's wearing a new dress.
10. They're sewing shirts.
11. She's washing a blouse.
12. They're singing a song.
13. They're painting the house.
14. He's learning English.
15. They're eating rice.
16. We're studying English.
17. She's teaching Vietnamese.

ORAL DRILL 9.3

1. Ngọc sees Kiệt	WHO DOES KIỆT SEE?
2. I hear the teacher.	WHO DOES THE TEACHER HEAR?
3. He knows Tâm.	WHO DOES TÂM KNOW?

4. Ngọc likes Huệ.
5. I see the teacher.
6. The teacher helps the pupil.
7. Long telephones Hùng.
8. Long knows Năm.
9. I hear Tuấn.
10. They help Phi.
11. He knows Kiệt.
12. They like Phi.
13. We see Mr. Campbell.
14. Mary teaches Nguyệt.
15. We hear the teacher.
16. The teacher hears Tâm.
17. I know Phi and Hùng.

ORAL DRILL 9.4

1. Long goes to school at 8 o'clock.	WHEN DOES TÂM GO TO SCHOOL?
2. Huệ comes home at 4 o'clock.	WHEN DOES TÂM COME HOME?
3. Kiệt eats breakfast at 7 o'clock.	WHEN DOES TÂM EAT BREAKFAST?

4. Năm drives the car in the morning.
5. Long goes to work in the evening.
6. Phi eats lunch at noon.
7. Hùng goes to the movies on Wednesday.
8. John drinks coffee in the afternoon.
9. Sơn writes letters on Sundays.
10. Phi reads books at night.
11. Ngọc learns English in the morning.
12. John studies French in the afternoon.
13. Long plays tennis after work.
14. Nhân washes clothes on Mondays.
15. Thuận rests in the afternoon.

ORAL DRILL 9.5

1. Nhân teaches at the Faculty of Letters.	WHERE DOES KIỆT TEACH?
2. Năm works in Cholon.	WHERE DOES KIỆT WORK?
3. John lives in New York.	WHERE DOES KIỆT LIVE?

4. Năm eats in a restaurant.
5. Ngọc studies in the library.
6. John swims in the river.
7. Long sleeps on the floor.
8. Hùng lives in a hotel.
9. Thuận lives at home.
10. Sơn walks in the park.
11. Hoà learns English at school.
12. Cúc goes to school in Huế.
13. Tâm plays tennis in the garden.
14. Phi lives in Dalat.
15. Tuyết lives in Gõ-Vấp.

ORAL DRILL 9.6

1. study	WHAT DOES PHI STUDY?
2. where	WHERE DOES PHI STUDY?
3. what	WHAT DOES PHI STUDY?

4. eat
5. when
6. where
7. go
8. when
9. work
10. study
11. where
12. what
13. know
14. who
15. see
16. what
17. learn
18. he
19. you
20. she
21. eat
22. where
23. study
24. what
25. when
26. eat
27. what
29. where
30. live
31. work
32. when
33. study
34. what
35. where

Pattern 9b

Previous Pattern: You open your books.
New Pattern: Please open your books.

[pliz]	You	open	your	books.	[pliz]	You	go.
Please		open	your	books.	Please		go.

COMMENTS

This pattern is the form in which requests (or commands) are made. It is called the "imperative".

1) The form of the verb never changes in this pattern.
2) Do not use any pronouns with this form.
3) The word "please" makes the pattern into a polite request.

ORAL DRILL 9.7

1. the door PLEASE GO TO THE DOOR.
2. the window PLEASE GO TO THE WINDOW.
3. open PLEASE OPEN THE WINDOW.

4. your books
5. the door
6. go to
7. home
8. to school
9. come
10. to the movies
11. to Saigon
12. rest in
13. work in
14. go to
15. the door
16. close
17. open
18. your books
19. your bags
20. close

Pattern 9c

Previous Pattern: Please go home.
New Pattern: Let's go home.

COMMENTS

This pattern is the form for a request which includes the speaker. "Let's" is equivalent to the Vietnamese form "Chúng ta .... đi" in the expression "Chúng ta về nhà đi." (Let's go home.)

ORAL DRILL 9.8

1. wait LET'S WAIT.
2. work LET'S WORK.
3. go LET'S GO.

4. sleep
5. stop
6. swim
7. dance
8. write
9. read
10. sew
11. play
12. wash
13. wait
14. learn
15. teach
16. drink
17. eat
18. study
19. go

Pattern 9d

Previous Pattern: Please open your books.
New Pattern: Please don't open your books.

Please		open your books.
Please	DON'T	open your books.

ORAL DRILL 9.9

1. wait PLEASE DON'T WAIT.
2. stop PLEASE DON'T STOP.
3. walk PLEASE DON'T WALK.

4. Run.
5. Open your books.
6. Close the window.
7. Shout.
8. Come late.
9. Talk.
10. Swim in the river.
11. Point .
12. Work at night.
13. Open the door.
14. Write your name.
15. Go home.
16. Jump.
17. Drive the car..
18. Dance.
19. Stand.
20. Cry.
21. Sleep.
22. Smile.
23. Wait.
24. Eat meat.

ORAL DRILL 9.10

Choose the correct negative form of the request, for example:

1. You cry. PLEASE DON'T CRY.
2. We work at night. LET'S NOT WORK AT NIGHT.
3. We talk. LET'S NOT TALK.

4. We drink beer.
5. You shout.
6. You come late
7. We wait.
8. you talk.
9. We drive the car.
10. You open your books.
11. We sleep.
12. We dance.
13. You go home.
14. You point.
15. We stand.
16. We open the window.
17. We go home.
18. You swim in the river.
19. You write your name.
20. We run.
21. You cry.
22. You sleep.
23. We come late.

GRAMMAR LESSON TEN
(Review)

1) (To review "have" and "has" - parts of the verb "to have.") Give the correct form of the verb in the following exercise, for example:

1. hat HE HAS A HAT.
2. she SHE HAS A HAT.
3. we WE HAVE A HAT.

4. you
5. I
6. they
7. he
8. she
9. pen
10. cup
11. Nhân
12. I
13. she
14. we
15. you
16. Năm and Kiệt
17. they
18. he
19. ruler
20. I
21. he
22. we
23. you
24. Ngọc
25. they
26. he
27. we
28. she

2) (To review the continuous and simple forms of the Present.) Give the correct form of the Present in the following sentences:

1. now I AM WORKING NOW.
2. every day I WORK EVERY DAY.
3. sleep I SLEEP EVERY DAY.

4. work
5. now
6. he
7. she
8. read
9. every day
10. swim
11. now
12. every day
13. study
14. you
15. he
16. walk
17. stand
18. they
19. now
20. wait
21. every day
22. he
23. she
24. I
25. run
26. you
27. he
28. now
29. write
30. every day
31. we
32. they
33. she
34. cook
35. now

3) (To review the contrast between the question forms "Do you work every day?" and "Are you working now?"

1. every day DO THEY WORK EVERY DAY?
2. now ARE THEY WORKING NOW?
3. he IS HE WORKING NOW?
4. on Thursdays DOES HE WORK ON THURSDAY?

5. now
6. every day
7. they
8. she
9. we
10. now
11. sleep
12. at night
13. now
14. write
15. every day
16. he
17. she
18. they
19. swim
20. now
21. Phi and Tuấn
22. he
23. every day
24. work
25. now
26. we
27. they
28. every day
29. he
30. she
31. cook
32. now
33. they
34. we
35. Tuyết
36. every day

4) (To review the contrast between the negative Present Continuous and the Simple Present.)

I'm not standing now.
I don't stand all the time.

1. now HE'S NOT SWIMMING NOW.
2. every day HE DOESN'T SWIM EVERY DAY.
3. they THEY DON'T SWIM EVERY DAY.

4. you
5. we
6. she
7. we
8. now
9. every day
10. work
11. I
12. he
13. she
14. it
15. they
16. you
17. we
18. she
19. read
20. now
21. he
22. they
23. I
24. you
25. we
26. he
27. every day
28. I
29. sleep
30. she
31. we
32. they
33. now

5) (To review the short answers to questions with "do, does" and "am, is, are.")

1. Are you a pupil? (yes) YES, I AM.
2. Does he study French? (No) NO, HE DOESN'T.
3. Do we study English? (yes) YES, WE DO.

4. Is he working now? (yes)
5. Are you from Saigon? (yes)
6. Does she dance? (yes)
7. Do you speak Chinese? (no)
8. Is he swimming? (no)
9. Are we studying? (yes)
10. Do they go to school? (yes)
11. Is she sewing a blouse? (no)
12. Does he drink tea? (no)
13. Are we sitting? (yes)
14. Am I standing? (yes)
15. Do you eat rice? (yes)
16. Do they drink coffee? (yes)
17. Are they Vietnamese? (no)
18. Is he Năm? (yes)
19. Are you cooking? (no)
20. Is she sad? (no)
21. Do we study English? (yes)
22. Are they happy? (yes)
23. Are we sailors? (yes)
24. Does she swim? (yes)
25. Does he drive? (no)
26. Are they sleeping? (no)
27. Are you John? (no)
28. Are they busy? (yes)
29. Is he strong? (yes)
30. Do they drive cars? (yes)
31. Does she teach English? (yes)
32. Are they building a house? (yes)
33. Are we resting? (no)
34. Do the students read every day? (yes)
35. Are Kiệt and Phi sleeping? (no)
36. Is she listening? (no)

6) (To review the position of "sometimes, often, always, never" with "am, is, are" of the verb "to be" contrasted with other verbs.)

1. busy I'M ALWAYS BUSY.
2. he HE'S ALWAYS BUSY.
3. work HE ALWAYS WORKS.

4. sleep
5. she
6. they
13. they
14. work
15. it
22. always
23. read
24. they
31. Mary
32. Tuấn and Long
33. sometimes

6) (To review the position of "sometimes, often, always, never" with "am, is, are" of the verb "to be" contrasted with other verbs.) (Cont'd.)

7. tired
8. happy
9. I
10. Sơn
11. usually
12. walk
16. never
17. they
18. quiet
19. he
20. she
21. you
25. busy
26. work
27. tired
28. drive
29. sad
30. she
34. often
35. he
36. teach
37. she
38. usually
39. work

7) (To review the position of adjectives (words like "good, bad, cheap, new") in sentences. Both positive and negative sentences are given.

1. cheap IT'S A CHEAP BOOK.
2. books THEY'RE CHEAP BOOKS.
3. not THEY AREN'T CHEAP BOOKS.

4. good
5. new
6. a cup
7. clean
8. shirt
9. boots
10. plates
11. combs
12. good
13. a clock
14. coffee
15. hot
16. tea
17. it is
18. soup
19. good
20. a pen
21. mangos
22. socks
23. butter
24. not
25. cheap
26. clean
27. it is
28. good
29. boat
30. a coat
31. clocks
32. not
33. mango
34. clean
35. ice
36. new
37. cheap
38. it is
39. socks

8) (To review the "possessive adjectives." Give the correct adjective for each person in the following sentences.)

1. I have a pen. IT'S MY PEN.
2. We have a pen. IT'S OUR PEN.
3. We have some pens. THEY'RE OUR PENS.

4. he
5. they
6. I
7. a book
8. she
9. you
10. we
11. some books
12. he
13. she
14. I
15. you
16. a cup
17. they
18. we
19. she
20. Nhân
21. some socks
22. I
23. you
24. she
25. he
26. they
27. a spoon
28. they
29. you
30. we
31. Hồng and Nguyệt

9) (To review the question-words "what, who, where, when.") Give the correct question-form in response to the answers as follows:

1. She's learning English.	WHAT'S SHE LEARNING?
2. I see the teacher.	WHO DOES THE TEACHER SEE?
3. Long works in Saigon.	WHERE DOES KIỆT WORK?
4. Phi goes home at 4 p.m.	WHEN DOES KIỆT GO HOME?

5. Tâm eats lunch at noon.
6. They're studying English.
7. She's drinking tea.
8. Sơn telephones Phi.
9. Hừng swims in the river.
10. They're eating rice.
11. Thuận lives at home.
12. Nguyệt drives the car in the morning.
13. Mary teaches Ngọc.
14. Huệ comes home at 4 o'clock.
15. They're building a house.
16. Tuấn studies in the library.
17. I see the teacher.
18. Tâm walks in the park.
19. Năm works in the evening.
20. She's drinking coffee.

10) (To review the imperative form)

1. the door	PLEASE GO TO THE DOOR.
2. the window	PLEASE GO TO THE WINDOW.
3. open	PLEASE OPEN THE WINDOW.

4. your books
5. the door
6. go to
7. home
8. to school
9. come
10. to the movies
11. to Saigon
12. rest in
13. work in
14. go to
15. the door
16. close
17. open
18. your books.
19. your bags
20. close

GRAMMAR LESSON ELEVEN

Pattern 11a.

Previous Pattern:
I am happy.
Kiệt is busy.
We are tired.

New Pattern:
I was happy yesterday.
Kiệt was busy yesterday.
They were tired yesterday.

He is happy (now). He was happy YESTERDAY.	They are angry (now) They WERE angry YESTERDAY.

COMMENTS

1) English attaches great importance to the TIME at which something happened. You will need to practice to know when to use the correct tense to show the correct time at which an action took place.

2) "WAS" and "WERE" are past forms of the verb "to be."

3) Use "WAS" with "I, he, she, it, Kiệt, Long, the book, etc."

4) Use "WERE" with "we, you, they, the pens, etc."

ORAL DRILL 11.1

1.	Kiệt	KIỆT WAS BUSY.
2.	the students	THE STUDENTS WERE BUSY.
3.	I	I WAS BUSY.

4. the teacher
5. the pupils
6. Nhân
7. the teachers
8. I
9. you
10. Phi and Hưng
11. they
12. she
13. the boys
14. the girl
15. we
16. you
17. he
18. the doctor
19. we
20. you
21. I
22. he
23. the sailors
24. they
25. he
26. the farmer
27. she
28. they
29. I
30. he
31. you

ORAL DRILL 11.2

1.	Thuần	THUẦN WAS TIRED YESTERDAY.
2.	now	THUẦN IS TIRED NOW.
3.	the students	THE STUDENTS ARE TIRED NOW.
4.	yesterday	THE STUDENTS WERE TIRED YESTERDAY.

5. Ngọc
6. now
7. lat night
8. I
9. they
10. now
11. yesterday
12. he
13. the teacher
14. now
15. last night
16. I
17. now
18. yesterday
19. Phi
20. the teachers
21. the doctor
22. now
23. they
24. yesterday
25. she
26. Phi and Tuyết
27. they
28. the policeman
29. he
30. we
31. the girls
32. you
33. I
34. the boys
35. the driver
36. we
37. he
38. Tuấn and Tâm
39. they
40. she

Pattern 11b.

Previous Pattern:	I study	here every day.
	Phi studies	here every day.
New Pattern:	I studied	here last night.
	Phi studied	here last night.

Hùng	work	ED	yesterday.
We	walk	ED	yesterday.
I	danc	ED	yesterday.
You	smil	ED	yesterday.
He	wait	ED	yesterday.
She	cook	ED	yesterday.
They	shout	ED	yesterday.

COMMENTS

1) Use this form (... -ed) of verbs to show that something happened in the past time.

2) Notice that the form -ed is the same for all persons.

ORAL DRILL 11.3

1.	They study every day.	THEY STUDIED LAST NIGHT.
2.	I work every day.	I WORKED LAST NIGHT.
3.	He walks home every day.	HE WALKED HOME LAST NIGHT.

ORAL DRILL 11.3 (Cont'd.)

4. John works here every day.
5. I study every day.
6. We work every day.
7. They study English every day.
8. Tuyết walks to school every day.
9. You rest here every day.
10. She sews blouses every day.
11. They sing the National Anthem every day.
12. The children cry every day.
13. We wait at school every day.
14. He cashes a check every day.
15. They arrive at nine every day.
16. The students repeat the lesson every day.
17. Ngọc wants coffee every day.
18. They visit Đôn every day.
19. We practice pronunciation every day.

Pattern 11c

Previous Pattern:	He was tired yesterday.	They were happy yesterday?
New Pattern:	Was he tired yesterday?	Were they happy yesterday?

COMMENTS

1) This pattern shows how to make up questions with "was" and "were" (the past forms of "am, is, are").

2) All persons except "he, she, it, the boy, the book, etc." take the form "WERE" at the beginning to change the statement into a question.

3) "He, she, it, the boy, the book, etc." take the form "WAS."

ORAL DRILL 11.4

1. Kiết is busy. WAS HE BUSY YESTERDAY?
2. Các is sad. WAS SHE SAD YESTERDAY?
3. The soldiers are tired. WERE THEY TIRED YESTERDAY?

4. The sailor is happy.
5. John is sleepy.
6. They are noisy.
7. John and Mary are busy.
8. The farmer is hungry.
9. The students are quiet.
10. The pupils are good.
11. The policeman is angry.
12. She is busy.
13. The teachers are busy.
14. The gardener is happy.
15. Peter and Paul are sad.
16. Henry and June are happy.
17. The teacher is tired.
18. The girls are quiet.
19. The boy is clever.
20. The dogs are noisy.
21. The cooks are busy.
22. The drivers are careful.
23. The pupil is happy.
24. The pupils are happy.
25. You are tired.
26. They are sleepy.
27. Peter and John are hungry.

ORAL DRILL 11.5

1. now IS JOHN HAPPY NOW?
2. yesterday WAS JOHN HAPPY YESTERDAY?
3. Mary WAS MARY HAPPY YESTERDAY?
4. sad WAS MARY SAD YESTERDAY?

ORAL DRILL 11.2

1. Thuấn THUẤN WAS TIRED YESTERDAY.
2. now THUẤN IS TIRED NOW.
3. the students THE STUDENTS ARE TIRED NOW.
4. yesterday THE STUDENTS WERE TIRED YESTERDAY.

5. Ngọc
6. now
7. lat night
8. I
9. they
10. now
11. yesterday
12. he
13. the teacher
14. now
15. last night
16. I
17. now
18. yesterday
19. Phi
20. the teachers
21. the doctor
22. now
23. they
24. yesterday
25. she
26. Phi and Tuyết
27. they
28. the policeman
29. he
30. we
31. the girls
32. you
33. I
34. the boys
35. the driver
36. we
37. he
38. Tuấn and Tâm
39. they
40. she

Pattern 11b.

Previous Pattern:	I study	here every day.
	Phi studies	here every day.
New Pattern:	I studied	here last night.
	Phi studied	here last night.

Hũng	work	ED	yesterday.
We	walk	ED	yesterday.
I	danc	ED	yesterday.
You	smil	ED	yesterday.
He	wait	ED	yesterday.
She	cook	ED	yesterday.
They	shout	ED	yesterday.

COMMENTS

1) Use this form (... -ed) of verbs to show that something happened in the past time.

2) Notice that the form -ed is the same for all persons.

ORAL DRILL 11.3

1. They study every day. THEY STUDIED LAST NIGHT.
2. I work every day. I WORKED LAST NIGHT.
3. He walks home every day. HE WALKED HOME LAST NIGHT.

ORAL DRILL 11.3 (Cont'd.)

4. John works here every day.
5. I study every day.
6. We work every day.
7. They study English every day.
8. Tuyết walks to school every day.
9. You rest here every day.
10. She sews blouses every day.
11. They sing the National Anthem every day.
12. The children cry every day.
13. We wait at school every day.
14. He cashes a check every day.
15. They arrive at nine every day.
16. The students repeat the lesson every day.
17. Ngọc wants coffee every day.
18. They visit Bôn every day.
19. We practice pronunciation every day.

Pattern 11c

Previous Pattern:	He was tired yesterday.	They were happy yesterday?
New Pattern:	Was he tired yesterday?	Were they happy yesterday?

COMMENTS

1) This pattern shows how to make up questions with "was" and "were" (the past forms of "am, is, are").

2) All persons except "he, she, it, the boy, the book, etc." take the form "WERE" at the beginning to change the statement into a question.

3) "He, she, it, the boy, the book, etc." take the form "WAS."

ORAL DRILL 11.4

1. [illegible] is busy. WAS HE BUSY YESTERDAY?
2. Cúc is sad. WAS SHE SAD YESTERDAY?
3. The soldiers are tired. WERE THEY TIRED YESTERDAY?

4. The sailor is happy.
5. John is sleepy.
6. They are noisy.
7. John and Mary are busy.
8. The farmer is hungry.
9. The students are quiet.
10. The pupils are good.
11. The policeman is angry.
12. She is busy.
13. The teachers are busy.
14. The gardener is happy.
15. Peter and Paul are sad.
16. Henry and June are happy.
17. The teacher is tired.
18. The girls are quiet.
19. The boy is clever.
20. The dogs are noisy.
21. The cooks are busy.
22. The drivers are careful.
23. The pupil is happy.
24. The pupils are happy.
25. You are tired.
26. They are sleepy.
27. Peter and John are hungry.

ORAL DRILL 11.5

1. now IS JOHN HAPPY NOW?
2. yesterday WAS JOHN HAPPY YESTERDAY?
3. Mary WAS MARY HAPPY YESTERDAY?
4. sad WAS MARY SAD YESTERDAY?

ORAL DRILL 11.5 (Cont'd.)

5. tired
6. hungry
7. busy
8. now
9. Năm
10. you
11. we
12. yesterday
13. they
14. the pupils
15. John and Mary
16. now
17. sleepy
18. the teacher
19. angry
20. every day
21. the teachers
22. yesterday
23. the policeman
24. they
25. last week
26. you
27. he
28. now
29. happy
30. she
31. Nguyệt
32. Phi
33. yesterday
34. tired
35. Peter and Paul
36. now
37. Henry
38. yesterday
39. he
40. they
41. now

Pattern 11d

Previous Pattern: Kiệt worked yesterday.
New Pattern: Did Kiệt work yesterday?

	John	studi	ED	yesterday.
	He	walk	ED	last night.
	The boy	work	ED	last night.
	Mary	arriv	ED	yesterday.
Did	John	study		yesterday?
Did	he	walk		last night?
Did	the boy	work		last night?
Did	Mary	arrive		last night.

COMMENTS

1) This pattern shows the past interrogative form of verbs other than "to be" (am, is, are - was, were).
2) Put "did" at the beginning of the sentence before all other words.
3) Notice that the form "did" is the same for all persons.

ORAL DRILL 11.6

1. John smiled yesterday.	DID JOHN SMILE YESTERDAY?
2. The pupils walked home yesterday.	DID THE PUPILS WALK HOME YESTERDAY?
3. I studied grammar yesterday.	DID I STUDY GRAMMAR YESTERDAY?

4. They learned English last night.
5. Paul waited two hours yesterday.
6. Nhân washed her hair last night.
7. They cooked some rice last night.
8. You smiled yesterday.
9. He studied grammar last night.
10. Mary arrived yesterday.
11. We practiced English yesterday.
12. John learned a new word yesterday.
13. Ann closed the window last night.
14. Đán opened the door yesteray.
15. They rested yesterday.
16. The girls sewed four shirts last night.
17. The students walked to school yesterday.
18. We painted the house yesterday.
19. The woman washed some socks last night.
20. Betty wanted some coffee last night.
21. Bill answered the questions yesterday.
22. The boys arrived last night.
23. They waited ten minutes last night.

ORAL DRILL 11.7

1. You were happy — WERE YOU HAPPY?
2. The man waited two hours. — DID THE MAN WAIT TWO HOURS?
3. Betty washed some clothes. — DID BETTY WASH SOME CLOTHES?

4. He was sleepy.
5. They opened the window.
6. She wanted some coffee.
7. They were tired.
8. He was hungry.
9. She cooked some rice.
10. We learned the lesson.
11. They studied English
12. They were angry.
13. He arrived yesterday.
14. She was sad.
15. You danced last night.
16. They were busy.
17. John worked yesterday.
18. Mary was tired.
19. Paul rested.
20. The pupil walked to school.
21. The teachers waited five minutes.
22. He was happy.
23. They closed their books.
24. He opened the door.
25. We were tired.
26. She was busy.
27. The farmer worked six hours.
28. He was happy.
29. John cooked some food.
30. He studied English.
31. They rested.
32. Dan was angry.
33. The teacher opened the window.

Pattern 11e

Previous Pattern: John was happy. They danced last night.
New Pattern: John wasn't happy. They didn't dance last night.

They	were		busy.	He		worked	yesterday.
They	were	N'T	busy.	He	DIDN'T	work	yesterday.

COMMENTS

1) This is the short negative form of the past tense for "to be" (was, were) and most other verbs.

2) Add "-nt" to "was" and "were" (e.g. WASN'T, WEREN'T).

3) Put DIDN'T before other verbs. Notice that there is no final "-ed" when "didn't" is used.

Note: The full form such as "He was not" or "They did not work" is used in special conditions when spoken emphasis is wanted. The full form is also used in short responses (studied in Lesson 12).

ORAL DRILL 11.8

1. He was busy. — HE WASN'T BUSY.
2. The teachers were tired. — THE TEACHERS WEREN'T TIRED.
3. The pupil was sad. — THE PUPIL WASN'T SAD.

ORAL DRILL 11.8 (Cont'd.)

4. The sailor was happy.
5. John was sleepy.
6. The pupils were quiet.
7. Jack and Jill were sad.
8. The girls were quiet.
9. Long was sad.
10. The policeman was angry.
11. They were tired.
12. The farmer was hungry.
13. The dogs were noisy.
14. The cooks were busy.
15. The woman was angry.
16. He was sleepy.
17. John and Paul were careful.
18. I was tired.
19. The students were good.
20. The boy was clever.
21. The soldier was tired.
22. The teachers were busy.
23. He was happy.

ORAL DRILL 11.9

1. He worked yesterday. HE DIDN'T WORK YESTERDAY.
2. They walked to school yesterday. THEY DIDN'T WALK TO SCHOOL YESTERDAY.
3. We studied grammar last night. WE DIDN'T STUDY GRAMMAR LAST NIGHT.

4. John answered the questions last night.
5. He waited two hours yesterday.
6. Mary and Helen rested last night.
7. Ann washed her blouse last night.
8. They cooked some meat yesterday.
9. We waited five minutes last night.
10. They studied English yesterday.
11. We worked last night.
12. John closed the window last night.
14. I wanted some tea last night.
15. She danced last night.
16. You opened the door last night.
17. Peter and Paul arrived yesterday.
18. The students worked six hours yesterday.
19. The boys walked home last night.
20. We learned some new words yesterday.
21. The girls sewed some blouse yesterday.
22. The carpenters painted some rooms yesterday.
23. Paul smiled last night.

ORAL DRILL 11.10

1. tired HE WASN'T TIRED.
2. wait HE DIDN'T WAIT.
3. she SHE DIDN'T WAIT.

4. they
5. I
6. busy
7. you
8. he
9. work
10. they
11. she
12. we
13. wait
14. happy
15. angry
16. arrive
17. she
18. hungry
19. rest
20. sad
21. they
22. work
23. clever
24. he
25. I
26. you
27. noisy
28. he
29. busy
30. cook
31. tired
32. they
33. I
34. walk
35. hungry
36. wait
37. you
38. happy
39. he
40. we
41. study
42. he
43. busy

GRAMMAR LESSON TWELVE

Pattern 12a.

Previous Pattern: Are you tired? Yes, I am.
New Pattern: WERE you tired? Yes, I WAS.

Is	John busy?	Yes,	he	is.
Was	John busy?	Yes,	he	WAS.

Are	they	tired?	No,	they	aren't.
WERE	they	tired?	No,	they	WEREN'T.

COMMENTS

This pattern shows the short negative and positive answers to questions using the past of the verb "to be" ("was," "were").

ORAL DRILL 12.1

1. Was John tired? (yes) YES, HE WAS.
2. Were they happy? (yes) YES, THEY WERE.
3. Were they sad? (no) NO, THEY WEREN'T.

4. Was Mary hungry? (yes)
5. Were John and Paul tired? (no)
6. Was she busy? (no)
7. Were you careful? (yes)
8. Was Bill angry? (no)
9. Was I idle? (no)
10. Were we busy? (yes)
11. Were they noisy? (no)
12. Was Ann tired? (yes)
13. Was she quiet? (yes)
14. Were they graceful? (yes)
15. Were Mary and Jane happy? (no)
16. Was he sad? (no)
17. Were they busy? (no)

Pattern 12b.

Previous Pattern: Do you study Englih? Yes, I do.
New Pattern: DID you study English? Yes, I DID.

Do you understand?	Yes,	I	do.
DID you understand?	Yes,	I	DID.

Does	he	dance?	Yes,	he	does.
DID	he	dance?	Yes,	he	DID.

Do	you understand?	No,	I don't.
DID	you understand?	No,	I DIDN'T.

COMMENTS

This pattern shows both positive and negative responses to questions in past time which use "DID."

ORAL DRILL 12.2

1. Did you rest yesterday? (yes) YES, I DID.
2. Did he work last night? (no) NO, HE DIDN'T.
3. Did they walk home? (yes) YES, THEY DID.

4. Did we garden yesterday? (yes)
5. Did they paint the house yesterday? (yes)
6. Did you cook some food? (yes)
7. Did he walk to school? (no)
8. Did she drive the car? (no)

ORAL DRILL 12.2 (Cont'd.)

9. Did John and Mary rest yesterday? (yes)
10. Did the students read the book last night? (no)
11. Did Paul listen to the teacher yesterday? (no)
12. Did she wash her blouse? (yes)
13. Did we study grammar yesterday? (no)
14. Did they want some tea? (no)
15. Did he start the lesson? (yes)
16. Did they open the door? (no)
17. Did you close the window? (yes)
18. Did he clean his car? (no)

ORAL DRILL 12.3

(To convert past statements into past questions.)

1. They opened the door. DID THEY OPEN THE DOOR?
2. He walked home. DID HE WALK HOME?
3. John smiled yesterday. DID JOHN SMILE YESTERDAY?

4. She cooked some rice.
5. They opened their books.
6. She learned a new lesson.
7. We studied English.
8. I started lesson five.
10. They repeated the words.
11. Jane washed her hair.
12. He closed the door.
13. The pupils listened to the teacher.
14. Peter and Paul cleaned their car yesterday.
15. Susan and Betty wanted some coffee last night.

ORAL DRILL 12.4

(To use "DO, DOES, DID" in positive and negative short answers.)

1. Does John like tea? (no) NO, HE DOESN'T.
2. Did she cook some curry? (yes) YES, SHE DID.
3. Did they walk to school? (yes) YES, THEY DID.

4. Do you study English? (yes)
5. Does he study French? (no)
6. Did Mary wash her blouse? (yes)
7. Do you speak English? (yes)
8. Did they understand? (no)
9. Did he wait two hours? (no)
10. Does he speak English? (no)
11. Did Ann wash her hands? (yes)
12. Do you swim every day? (no)
13. Does Mary study science? (yes)
14. Did they answer the question? (no)
15. Do you speak French? (no)
16. Did Peter and Paul rest yesterday? (no)
17. Do John and Mary garden every day? (yes)
18. Does she like honey? (no)
19. Did Bill close the window? (no)
20. Did they clean their car? (yes)
21. Does he speak Vietnamese? (yes)
22. Do they read? (no)
23. Do priests understand Latin? (yes)
24. Do you like butter? (yes)
25. Did Paul open the window? (no)
26. Does Peter work every day? (no)
27. Do we study English every day? (yes)

ORAL DRILL 12.5

(To recognize statements from questions, and to practice short responses.)

Make no response to the STATEMENTS.

1. Were you in Nha-Trang yesterday? NO, I WASN'T.
2. I was in Biên Hòa yesterday. (no response)
3. Is Rangoon in India? NO, IT ISN'T.

4. Were they in Hồng Kông last night?
5. Do you like tea?
6. Did you study French yesterday?
7. You like coffee.
8. Is Saigon in Cambodia?
9. Is Pnom-Penh in Thailand?
10. Did Emperor Gia-Long live in China?
11. Saigon is big.
12. Do you speak English?
13. Are we studying French?
14. Am I sitting?
15. Do you study Vietnamese?
16. Vientiane is in Laos.
17. Do you like coffee?
18. Does he like mangos?
19. They like honey.
20. Were you tired yesterday?
21. Is Singapore in Japan?
22. Did you walk to school yesterday?
23. Do you come to school on Saturday?
24. John is hungry.
25. Do you understand the question?

Pattern 12c.

Previous Pattern: When does Paul work?

New Pattern: When did Paul work?

COMMENT

This Pattern shows the use of "when" with "did" in the past.

ORAL DRILL 12.6

1. John arrived last night. WHEN DID PAUL ARRIVE?
2. John studied last year. WHEN DID PAUL STUDY?
3. John telephoned yesterday. WHEN DID PAUL TELEPHONE?

4. John walked to school yesterday.
5. John opened the door last night.
6. John combed his hair.
7. John washed his socks yesterday.
8. John cleaned his car yesterday.
9. John studied English last night.
10. John waited two hours yesterday.
11. John wanted some tea last night.
12. John finished his lesson last night.
13. John rested yesterday.

Pattern 12d

Previous Pattern: It's a good school.

New Pattern: It's a school book.

COMMENTS

Words may sometimes change their meaning according to the position which they occupy in the sentence. In Vietnamese, for example, "sữa bò" and "bò sữa" mean different things, and in English, "milk chocolate" and "chocolate milk" also have different meanings.

In English, always put the word which describes another thing before the thing which it is describing.

ORAL DRILL 12.7

1. What's milk chocolate? IT'S CHOCOLATE.
2. What's chocolate milk? IT'S MILK.
3. What's a station bus? IT'S A BUS.
4. What's a bus station? IT'S A STATION.

5. What's a school bus?
6. What's a telephone book?
7. What's a fountain pen?
8. What's a factory car?
9. What's a car factory?
10. What's a fruit tree?
11. What's a coffee cup?
12. What's a soup spoon?
13. What're tennis shoes?
14. What's a grammar class?
15. What're flower gardens?
16. What're garden flowers?

Pattern 12e.

Previous Pattern: They're studying now.
New Pattern: They're going to study tomorrow.

I'm	going to	work	tomorrow.
You're	going to	rest	tomorrow.
He's	going to	teach	tomorrow.
We're	going to	swim	tomorrow.
They're	going to	cook	tomorrow.
She's	going to	drive	tomorrow.
John and Mary're [ǰon ən mɛrié]	going to	dance	tomorrow.
The pupils're [ðə pyupɪlzé]	going to	study	tomorrow.

COMMENTS

1) This pattern shows one of the ways of expressing future time.

2) Use the present forms of "to be" (am, is, are) together with "going to" before the verb.

3) Time expressions such as "tomorrow," "next week," "tonight" may be used to underline the idea of futurity. These usually come after the verb.

ORAL DRILL 12.8

1. he HE'S GOING TO STUDY TOMORROW.
2. we WE'RE GOING TO STUDY TOMORROW.
3. I I'M GOING TO STUDY TOMORROW.

4. he
5. we
6. the pupils
7. they
8. I
9. she
10. John
11. John and Mary
12. you
13. the boys
14. he
15. you
16. the man
17. I
18. we
19. they
20. the doctors
21. the doctor
22. she
23. Paul

Pattern 12f.

Previous Pattern: They're going to study tomorrow.
New Pattern: They aren't going to study tomorrow.

He's		going to work tomorrow.	Mary	's	going to rest tomorrow.
He	isn't	going to work tomorrow.	Mary	isn't	going to rest tomorrow.

COMMENTS

This is the negative form of the previous pattern (12e).

ORAL DRILL 12.9

1. He's going to work tomorrow. HE ISN'T GOING TO WORK TOMORROW.
2. They're going to swim tomorrow. THEY AREN'T GOING TO SWIM TOMORROW.
3. John's going to study tomorrow. JOHN ISN'T GOING TO STUDY TOMORROW.
4. We're going to swim tomorrow.
5. They're going to teach tomorrow.
6. He's going to drive the car tomorrow.
7. She's going to study English tomorrow.
8. Ann's going to wash her blouse tomorrow.
9. Peter and Paul are going to rest tomorrow.
10. You're going to walk to school tomorrow.
11. The painters are going to paint the house tomorrow.
12. The students are going to read their books tomorrow.
13. I'm going to work tomorrow.

Pattern 12g.

Previous Pattern: New Pattern:		He's going to work tomorrow. Is he going to work tomorrow?	
She's	going to rest tomorrow.	They're	going to work tomorrow.
Is she	going to rest tomorrow.	Are they	going to work tomorrow?

COMMENTS

To convert statements to questions in this structure, reverse the first two words of the statement.

ORAL DRILL 12.10

1. I'm going to study tomorrow. AM I GOING TO STUDY TOMORROW?
2. John's going to play tennis tomorrow. IS JOHN GOING TO PLAY TENNIS TOMORROW?
3. They're going to rest tomorrow. ARE THEY GOING TO REST TOMORROW?
4. The students are going to arrive tomorrow.
5. He's going to practice pronunciation tomorrow.

ORAL DRILL 12.10 (Cont'd.)

6. You're going to clean the house tomorrow.
7. They're going to wash their car tomorrow.
8. Peter and Paul are going to swim tomorrow.
9. Mary's going to dance tomorrow.
10. She's going to rest tomorrow.
11. He's going to work tomorrow.
12. We're going to learn English tomorrow.
13. They're going to study French tomorrow.

ORAL DRILL 12.11

1. he IS HE GOING TO STUDY TOMORROW.
2. we ARE WE GOING TO STUDY TOMORROW?
3. rest ARE WE GOING TO REST TOMORROW?

4. they
5. he
6. the students
7. we
8. next week
9. John
10. he
11. they
12. you
13. I
14. work
15. John and Mary
16. tomorrow
17. they
18. you
19. we
20. she
21. rest
22. I
23. the pupil

ORAL DRILL 12.12

(To practice the negative form of "going to" with "am, is, are, was, were.")

1. he HE ISN'T IN NHA-TRANG NOW.
2. last week HE WASN'T IN NHA-TRANG LAST WEEK.
3. next week HE ISN'T GOING TO BE IN NHA-TRANG NEXT WEEK.
4. here HE ISN'T GOING TO BE HERE NEXT WEEK.

6. they
7. she
8. in Hue
9. yesterday
10. you
11. I
12. they
13. now
14. tomorrow
15. we
16. I
17. you
18. he
19. at home
20. Mary
21. now
22. yesterday
23. we
24. you
25. they
26. last week
27. they
28. they
29. we

ORAL DRILL 12.13

(To use "going to" with "what.")

1. He's studying English today. WHAT IS HE GOING TO STUDY TOMORROW?
2. She's learning grammar now. WHAT IS SHE GOING TO LEARN TOMORROW?
3. John's reading a story now. WHAT IS HE GOING TO READ TOMORROW?

4. They're studying French now.
5. He's writing some English exercises now.
6. We're studying lesson twelve now.
7. Tom's practicing pronunciation now.
8. She's learning the words now.
9. They're eating rice today.
10. Ann's buying a blouse now.
11. John's seeing a movie now.
12. The girls are sewing shirts today.
13. We're studying English now.

GRAMMAR LESSON THIRTEEN

Pattern 13a

	I		have	a few	pens.
A	I	DON'T	have	many	pens.
	I		have	a little	ink.
B	I	DON'T	have	much	ink.
	I		have	a lot of	pens.
C	I	DON'T	have	a lot of	ink.

COMMENTS

Pattern A: Use this pattern when talking about small numbers of things which can be counted, such as: pens, books, people, students, mangos.
Use "a few" with positive statements.
Use "many" with negative statements.

Pattern B: Use this pattern when talking about small amounts of things which cannot be counted, such as: ice, water, meat, ink, soap.
Use "a little" with positive statements.
Use "much" with negative statements.

Pattern C: This pattern can be used when talking about both countable and uncountable things. It may be used in both positive and negative statements. "A lot of" has the opposite meaning of "a little" or "a few".

ORAL DRILL 13.1

1. three pens	A FEW PENS
2. half a bottle of ink	A LITTLE INK
3. ten bottles of ink	A LOT OF INK

4. three rulers
5. a small amount of butter
6. four pens
7. ninety pencils
8. fifty bottles of milk
9. two spoons
10. three hundred spoons
11. 10 grams of butter
12. fifty jars of honey
13. three students
14. two thousand pupils
15. six boys
16. thirty boxes of chalk
17. a half cup of coffee
18. a small piece of bread

ORAL DRILL 13.2*

1. John drinks a large amount of coffee.	JOHN DRINKS A LOT OF COFFEE.
2. I didn't see a large number of students.	I DIDN'T SEE MANY STUDENTS.
3. I need a small amount of sugar.	I NEED A LITTLE SUGAR.
4. Mary has a small number of friends.	MARY HAS A FEW FRIENDS.
5. He doesn't eat a large amount of meat.	HE DOESN'T EAT MUCH MEAT.

ORAL DRILL 13.2* (Cont'd.)

6. They have a small amount of money.
7. We have a small number of books.
8. We don't have a large number of classes today.
9. We need a large amount of bread.
10. Do you eat a large amount of bread?
11. Does John have a large number of socks?
12. Mary usually drinks a small amount of coffee.
13. We usually buy a small amount of soap.
14. We usually buy a small number of bars of soap.
15. He doesn't usually buy a large number of pens.
16. We don't drink much milk in Vietnam.
17. Children need a large amount of milk.
18. The students don't drink a large amount of tea in the morning.
19. The students don't have a large number of books.
20. She doesn't like a large amount of sugar in her tea.
21. He likes a large amount of milk in his coffee.

*NOTE: You may hear (or read) "much" and "many" in positive statements. This usage (especially of "much") in positive spoken statements is now very rare.

Pattern 13b

Previous Pattern:	He	isn't			here in the morning.
	He	isn't usually			here in the morning.
	He	doesn't study			here in the morning.
	He	doesn't usually			study here in the morning.
New Pattern:	He	is	never		here in the morning.
	He	is	rarely		here in the morning.
	He	is	seldom		here in the morning.
	He		never	works	here in the morning.
	He		rarely	works	here in the morning.
	He		seldom	works	here in the morning.

COMMENTS

1) Statements with "never, rarely, seldom" are negative. Do not use negative forms of verbs (isn't, aren't, doesn't, didn't, etc.) in the same statement as "never, rarely, seldom," as these words make the whole statement negative.

2) Use "never, rarely, seldom" after the forms of the verb "to be" (am, is, are, was, were).
Use "never, rarely, seldom" before other verbs (work, walk, sleep, study, etc.)

ORAL DRILL 13.3

1. often HE DOESN'T OFTEN WORK.
2. rarely HE RARELY WORKS.

ORAL DRILL 13.3 (Cont'd.)

3. never HE NEVER WORKS.
4. usually HE DOESN'T USUALLY WORK.

5. never
6. seldom
7. rarely
8. usually
9. always
10. never
11. rarely
12. often
13. rarely
14. never
15. often
16. always
17. usually
18. seldom
19. rarely
20. never

ORAL DRILL 13.4

(Give the negative forms of the following:)

1. He's usually here in the morning. HE ISN'T USUALLY HERE AT NIGHT.
2. He's always in class in the morning. HE ISN'T ALWAYS IN CLASS AT NIGHT.
3. He often studies in the morning. HE DOESN'T OFTEN STUDY AT NIGHT.
4. He's never here in the morning. HE'S NEVER HERE AT NIGHT.
5. He's seldom in class in the morning. HE'S SELDOM IN CLASS AT NIGHT.
6. I rarely study in the morning. I RARELY STUDY AT NIGHT.
7. I often study in the morning.
8. I never study in the morning.
9. I usually work in the morning.
10. He usually works in the morning.
11. I never walk to school in the morning.
12. I always study grammar in the morning.
13. She never eats in the morning.
14. Mary's often hungry in the morning.
15. John's never hungry in the morning.
16. He's seldom late in the morning.
17. He's never busy in the morning.
18. He rarely works in the morning.

Pattern 13c.

	I	know a	student	from	Dalat.
			Students	are	often poor.
The	students	in the Faculty of Pedagogy			study Vietnamese.
	Students	in Vietnam			study English.

Coffee is good.
The coffee in that cup is cold.
The coffee in this cup is hot.
Tea is usually cheap, but the tea in that shop is expensive.

Pattern 13c. (Cont'd.)

COMMENTS

1) When we talk about something in a general sense we do not use "the." We use "a" if the thing or the person is a singular count-noun, i.e., if we are talking about a single thing or person. If we are talking about mass-nouns (things we do not not count) or count-nouns in the plural we do not use "a" or "the."

2) If we are talking about a specific person or thing (in singular or plural, mass-noun or count-noun) we use "the."

ORAL DRILL 13.5 (To use "a" and "the" in the correct situations.)

Grammar	GRAMMAR IS INTERESTING.
Huế	HUẾ IS INTERESTING.
student	THE STUDENT IS INTERESTING.
book	THE BOOK IS INTERESTING.

A. Tom likes music.

1. coffee
2. cold season
3. mangos
4. lady
5. good students
6. students at the University of Huế
7. Vietnamese food
8. Vietnamese student from Dalat

B. Dalat is beautiful.

1. poetry
2. sea
3. girl from Nha-trang
4. flowers
5. flowers in my garden
6. sky
7. forests
8. forest near Banmethuot
9. Pacific Ocean
10. trees
11. trees in Dalat
12. moon

SINGULAR			PLURAL		
The man	[mæn]	is here.	The men	[mɛn]	are here.
The gentleman	[ǰɛntəlmən]	is here.	The gentlemen	[ǰɛntəlmən]	are here.
The woman	[wʊ́mən]	is here.	The women	[wɪ́mən]	are here.
The child	[ča^{i}ld]	is here.	The children	[čɪldrən]	are here.
His wife	[wa^{i}f]	is here.	Their wives	[wa^{i}vz]	are here.
The knife	[na^{i}f]	is here.	The knives	[naivz]	are here.
His foot	[fʊt]	is sore.	Their feet	[fit]	are sore.
His tooth	[tuθ]	is sore.	Their teeth	[tiθ]	are sore.
The mouse	[ma^{u}s]	is here.	The mice	[mais]	are here.
The sheep	[šip]	is here.	The sheep	[šip]	are here.
The dear	[dir]	is here	The deer	[dir]	are here.
- -		- -	The people	[pípəl]	are here.
The news	[nuz]	is good.	- -		- -
The news		is bad.	- -		- -

COMMENTS

1) This pattern shows how some words do not take /-s/,/-z/ or /-ɪz/ to form the the plural. The plural form of these words is often called "irregular."

2) The word "people" is always plural.

3) The word "news" is always singular.

ORAL DRILL 13.6

1. One man TWO MEN
2. One gentleman THREE GENTLEMEN
3. One woman FOUR WOMEN

4. one child
5. one wife
6. one knife
7. one foot
8. one tooth
9. one mouse
10. one sheep
11. one deer
12. one child
13. one man
14. one tooth
15. one foot
16. one mouse
17. one sheep
18. one knife

ORAL DRILL 13.7

1. are THE MEN ARE HERE.
2. eat THE MEN EAT HERE.
3. child THE CHILD EATS HERE.
4. people THE PEOPLE EAT HERE.
5. good THE PEOPLE ARE GOOD.

6. news
7. bad
8. tooth
9. are
10. were
11. sharp
12. knives
13. is
14. good
15. man
16. happy
17. are
18. girls
19. women
20. children
21. is
22. wives
23. is
24. are
25. people
26. good
27. news
28. here
29. man
30. were
31. knife
32. children
33. eat
34. woman
35. people
36. child

Pattern 13e

I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Pattern 13e (cont'd.)

He sees me
I hear you.
We know him.
I like her.
We like it.
They know us.
We visited you.

He studied with me.
She is standing near you.
You walked with him.
They are inside it.
They swim with us.
We play with them.
I am teaching them.

COMMENTS

1) The forms "me, him, her, us, them" are used after verbs.

2) The forms "you" and "it" are used both before and after verbs.

3) "Me, him, her, us, them" as well as "you, it" are used after words like "with, near, inside, in, on, under, etc." The latter group of words are often called "prepositions."

ORAL DRILL 13.8

1. John explained the question.	JOHN EXPLAINED IT.
2. They know Mary.	THEY KNOW HER.
3. We followed John and Mary.	WE FOLLOWED THEM.
4. The teacher is beginning the lesson.	THE TEACHER IS BEGINNING IT.

5. The boys know the children.
6. We study grammar.
7. He speaks Vietnamese.
8. Mary answered John.
9. The class learned the new word.
10. I received my books yesterday.
11. They like the new students.
12. They are going to visit John.
13. I am going to see Peter and Paul tomorrow.
14. We followed their car.
15. He opened the door.
16. She closed the windows.
17. They know Mary and Ann.
18. The cooks are cooking dinner.
19. The carpenters are building houses.
20. The woman washes clothes every day.
21. The teacher is teaching Kiệt and Hòa.

ORAL DRILL 13.9

1. Does John see the boy?	YES, HE SEES HIM.
2. Do you want this book?	YES, I WANT IT.
3. Do you like this course?	YES, I LIKE IT.
4. Are you learning English?	YES, I'M LEARNING IT.

5. Does Mary speak English?
6. Do you like Saigon?
7. Does Paul know John?
8. Do you study English every day?
9. Do the students understand the lesson?
10. Do you see the boy?
11. Do you understand the question?
12. Do you know John and Mary?
13. Does he see Mary?
14. Do you like coffee?
15. Are we studying Lesson 13?
16. Are you going to visit Vũng-Tàu?
17. Are they going to see Dr. Yates?
18. Are we studying grammar?
19. Do you speak English?
20. Do you read English?
21. Does he write English?
22. Do you see John and Mary?
23. Does Ann understand French?
24. Do they play tennis?

ORAL DRILL 13.10

1. John wants the books.	HE WANTS THEM.
2. Children like honey.	THEY LIKE IT.
3. Does the teacher see Mary?	DOES HE SEE HER ?
4. Are the books new?	ARE THEY NEW?

5. Mary is reading her letters.
6. Is the doctor with the students?
7. The pens are on the desk.
8. Mary and Ann are going with John and Paul.
9. Is this drill difficult?
10. John and Mary are looking at you and me.
11. The students are writing the exercise.
12. The students are studying pronunciation.
13. Do the students study grammar?
14. John and Paul live with Dr. Anthony.
15. My brother is visiting his friends.
16. Mary is reading the vocabulary lesson.
17. Did Bill see the man?
18. Are they reading their English books?
19. Does he study science?
20. Is he going to come with you and me?

Pattern 13f

An	old	man		entered		my	garden.
Another				waited	at	the	gate.
A	little	boy	is	swimming	in	the	river near my house.
Another			is	sitting	on	the	bank.
One of my		friends	is	American, another is Vietnamese.			

COMMENTS

1) Use "another" when talking about one more thing or person.

ORAL DRILL 13.11

1. We studied Lesson 12 yesterday.	WE ARE STUDYING ANOTHER LESSON NOW.
2. Mr. Campbell visited Hué last week.	HE IS VISITING ANOTHER CITY NOW.
3. John and Mary studied the grammar book last week.	THEY ARE STUDYING ANOTHER BOOK NOW.
4. The student learned a short converstation last week.	HE IS LEARNING ANOTHER CONVERSATION NOW.

5. We studied the old book last week.
6. They visited Pleiku last month.
7. John and Mary studied the green book last week.
8. The student learned the short conversation a week ago.
9. She studied the grammar lesson last week.
10. John played a good game last week.
11. Mary practiced this drill last week.
12. Dr. Brown explained this lesson last week.
13. Mr. Campbell answered this question last week.
14. They studied this book last week.

Pattern 13g

Some students study here in the morning.
Other students study here at night.

COMMENTS

1) Use "other" before nouns (words like student, book, boy, pen, etc.) when talking about more than one more things or persons.

ORAL DRILL 13.12

1. Some pupils come to school in the morning. OTHER PUPILS COME TO SCHOOL AT NIGHT.
2. Some students eat here in the morning. OTHER STUDENTS EAT HERE AT NIGHT.
3. Three men work here in the morning. THREE OTHER MEN WORK HERE AT NIGHT.
4. Two nurses work here in the morning. TWO OTHER NURSES WORK HERE AT NIGHT.
5. Some doctors work in the morning.
6. Some men sleep in the morning.
7. Three men work here in the morning.
8. Five students study here in the morning.
9. Three carpenters work here in the morning.
10. Many students study here in the morning.

Pattern 13h

Some students study here in the morning.
Others study here at night.

1) Use "others" with more than one person or thing. It can be used instead of "other students," "other boys," etc.

ORAL DRILL 13.13

1. Two men work here in the morning. TWO OTHERS WORK HERE AT NIGHT.
2. One student studies here in the morning. ANOTHER STUDIES HERE AT NIGHT.
3. Four nurses work here in the morning. FOUR OTHERS WORK HERE AT NIGHT.
4. Two men are going to work here in the morning.
5. The students eat here in the morning.
6. Three people sleep in this room in the morning.
7. One student studies here in the morning.
8. Two doctors work here in the morning.
9. Three hundred men come to work here in the morning.
10. Many trains arrive here in the morning.
11. One man works here in the morning.
12. A few students study here in the morning.
13. Ten people work here in the morning.

GRAMMAR LESSON FOURTEEN

Pattern 14a

Previous Pattern:	He always says, "Good morning."
New Pattern:	He always says, "Good morning," to me. He always asks me a question.

He	always	says "hello,"		to me.
He's		speaking English		to me.
He		explained the lesson		to me.
He		asked	me	a question.

Group A	1.	say	4.	explain	7.	describe
	2.	speak	5.	repeat	8.	introduce
	3.	talk	6.	report	9.	announce

Group B	1.	ask

COMMENTS

1) The verbs in Group A must always take "to me" in this kind of sentence. "To me" (or "to him, her, us, etc.") must come after such works as "hello," "English," "the lesson," that is to say after the "object" of the sentence. "To me," "to you," "to him" often come at the end of the sentence.

2) The verb "to ask" which is the only verb in Group B must always be immediately followed by "me, you, him, her, us, etc." without the word "to."

ORAL DRILL 14.1

1. He introduced his father.	HE INTRODUCED HIS FATHER TO US.
2. His father asked our names.	HIS FATHER ASKED US OUR NAMES.
3. He often speaks.	HE OFTEN SPEAKS TO US.
4. He explained the lesson.	HE EXPLAINED THE LESSON TO US.
5. He repeated it.	HE REPEATED IT TO US.
6. He asked some questions.	HE ASKED US SOME QUESTIONS.

7. Mary introduced him.
8. Mary usually says, "Hello."
9. John talked.
10. She described Bến-Tre.
11. Mary introduced John.
12. She asked some questions.
13. John asked the way to Gò-Vấp.
14. Mary asked our names.
15. They announced the news.
16. The student described his home.
17. Miss Ing Kham described Laos.
18. She asked our telephone numbers.
19. The students explained the words.
20. He repeated the lesson.
21. The teacher asked some questions.
22. The teacher introduced the new students.

ORAL DRILL 14.2

1. The student. Mary asked some questions.	MARY ASKED THE STUDENT SOME QUESTIONS.
2. The student. John is explaining a problem.	JOHN IS EXPLAINING A PROBLEM TO THE STUDENT.
3. Him. I'm going to speak English.	I'M GOING TO SPEAK ENGLISH TO HIM.
4. Mr. Smith. I'm going to repeat the news.	I'M GOING TO REPEAT THE NEWS TO Mr. SMITH.

ORAL DRILL 14.2(Cont'd.)

5. Them. I asked some questions. I ASKED THEM SOME QUESTIONS.
6. Us. He described Kontum.
7. Us. She talked.
8. The policeman. I asked the way to the hotel.
9. The boys. He asked their names.
10. Me. She described her new dress.
11. The teacher. We asked a question.
12. Mary and me. They explained the lesson.
13. John and Paul. He asked some questions.
14. Mary. He always says "Hello."
15. The children. He repeated the words.
16. My father. I'm going to introduce them.
17. Our friends. We are going to describe our house.
18. He. We explained the words.
19. Them. We asked the time.
20. Us. They spoke English.
21. Him. We spoke Vietnamese.
22. Her friends. She's going to announce the news.
23. Her friends. She asked some questions.
24. Us. The policeman reported the news.
25. Mary. The policeman asked a few questions.

Pattern 14b

Previous Pattern: He explained the lesson to us. (Group A)
He asked us our names. (Group B)

New Pattern: He's going to give the book to me.
He's going to give me the book.

He's going to give		the book	to me.
He's going to give	me	the book.	
I'm going to tell		the story	to him.
I'm going to tell	him	the story.	
We're going to write		a letter	to them.
We're going to write	them	a letter.	

COMMENTS

1) Verbs in group A (Pattern 14a) must take "to me, to him, to her, etc.," after the "object," that is, after such words as "the lesson, his father, their home, the words, etc." The single verb "ask" in group B must always be immediately followed by "me, you, him, us, etc.," without "to."

2) Most other verbs, such as those shown in this pattern can take both patterns without any change in meaning.

ORAL DRILL 14.3

1.	to me	HE'S GOING TO GIVE THE LETTER TO ME.
2.	me	HE'S GOING TO GIVE ME THE LETTER.
3.	the book	HE'S GOING TO GIVE ME THE BOOK.
4.	to me	HE'S GOING TO GIVE THE BOOK TO ME.

5. to him
6. him
7. her
8. to them
9. to us
10. us
11. you
12. to you
13. sell
14. him
15. to her
16. her
17. to us
18. to them
19. him
20. you
21. send
22. to her
23. her
24. him
25. to him
26. me
27. to them
28. you
29. bring
30. to us
31. us
32. her
33. him
34. them
35. to them
36. to John
37. John
38. to the boys
39. the boys
40. them
41. to them
42. the student
43. to the students
44. you

ORAL DRILL 14.4

1.	question	HE'S GOING TO ASK ME A QUESTION.
2.	explain	HE'S GOING TO EXPLAIN THE QUESTION TO ME.
3.	the letter	HE'S GOING TO EXPLAIN THE LETTER TO ME.
4.	read	HE'S GOING TO READ THE LETTER TO ME.
5.	me	HE'S GOING TO READ ME THE LETTER.

6. send
7. to me
8. give
9. me
10. the sugar
11. pass
12. to me
13. sell
14. his car
15. me
16. some books
17. to me
18. to us
19. they
20. send
21. us
22. some letters
23. some news
24. tell
25. a story
26. the answers
27. explain
28. the question
29. ask
30. repeat
31. send
32. us
33. the lesson
34. explain
35. give

Pattern 14c

Previous Pattern:	He explained the lesson to me.
New Pattern:	He changed a 100 piastre note for me.

1) This pattern generally signals that the person after "for" is receiving the action.

2) This pattern can also mean that the person after "for" was unable to do the action so that the first person in the sentence is doing the action instead of him.

buy
get
make
do
open
change
answer
cash
pronounce
prescribe

These verbs can only be followed by "for me, for him etc." in most cases.

ORAL DRILL 14.5

1. The students. The teacher is pronouncing the words.	THE TEACHER IS PRONOUNCING THE WORDS FOR THEM.
2. Mary. Mrs. Smith is going to get a new coat.	MRS. SMITH IS GOING TO GET A NEW COAT FOR HER.
3. Her. Mrs. Smith is going to make a new dress.	MRS. SMITH IS GOING TO MAKE A NEW DRESS FOR HER.
4. Them. She's going to buy a book.	SHE'S GOING TO BUY A BOOK FOR THEM.
5. The teacher. The pupils always do their homework.	THE PUPILS ALWAYS DO THEIR HOMEWORK FOR HIM/HER.

6. The woman. The man opened the door.
7. John. The bank cashed a check.
8. Paul. Ann's going to make a cake.
9. The children. She's going to get some books.
10. The teachers. They're going to buy some chalk.
11. The sick man. We're going to do his work.
12. John. She's going to answer the question.
13. Peter. Paul's going to pronounce the word.
14. John and Mary. The bank cashed a check.
15. The girls. The woman changed a 100 piastre note.
16. Them. She's going to buy a book.
17. Me. They're going to get a new coat.

ORAL DRILL 14.6

1. John. The man explained the lesson.	HE EXPLAINED THE LESSON TO HIM.
2. Mary. The policeman is going to ask some questions.	HE'S GOING TO ASK HER SOME QUESTIONS.
3. The policeman. Mary's going to ask some questions.	SHE'S GOING TO ASK HIM SOME QUESTIONS.
4. John. The man's going to cash a check.	THE MAN'S GOING TO CASH A CHECK FOR HIM.

5. John. Mary's going to make a cake.
6. Me. Mr. Smith is going to give a book.
7. Peter and Paul. We're going to buy some mangos.
8. The pupils. The teacher explained the lesson.
9. The children. I asked a question.
10. The policeman. I'm going to speak.
11. John. I described my home.
12. Mary. Her friends are going to get some flowers.
13. Paul. She asked his name.
14. Ann. I'm going to sell a house.

ORAL DRILL 14.6 (cont'd.)

15. Mr. Smith. I'm going to speak.
16. My friends. I always say "Hello."
17. My friends. I asked the time.
18. Mary. John opened the door.
19. My mother. I'm going to write a letter.
20. Me. My mother is going to write a letter.

Pattern 14d.

Previous Pattern: I closed the window.
New Pattern: I saw the girl.

COMMENTS

1) Most verbs take "-ed" to show the past time, but some verbs have other ways of showing the change from present to past.

2) Those verbs which do not take "-ed" are sometimes called "irregular verbs." They must be learned by heart. Here are some of these verbs which have "irregular" past forms.

Present		**Past**		**Present**		**Past**	
eat	[it]	ate	[e^{i}t]	see	[si]	saw	[sɔ]
give	[gɪv]	gave	[geiv]	know	[no^{u}]	knew	[nu]
come	[kəm]	came	[ke^{i}m]	have	[hæv]	had	[hæd]
read	[rid]	read	[rɛd]	do	[du]	did	[dɪd]
get	[gɛt]	got	[gat]	go	[go^{u}]	went	[wɛnt]

Present	Past
I eat meat every day.	I ate meat yesterday.
I give them money every day.	I gave them money yesterday.
He comes here every day.	He came here yesterday.
I read the newspaper every day.	I read the newspaper yesterday.
I see him every day.	I saw him yesterday.
We get some rice every day.	We got some rice yesterday.
I know the lesson every day.	I knew the lesson yesterday.
He has a new lesson every day.	He had a new lesson yesterday.
They do their work every day.	They did their work yesterday.
He goes to school every day.	He went to school yesterday.

Notice particularly: GO/WENT

Notice that "do" as a verb means " lām" and has no connection with "do" when it is used as a question-word.

e.g. "Do you do your work every day?"
"Did you do your work last night?"

The past forms of these verbs do not change with "he, she, it."

ORAL DRILL 14.7

1. They come to school every day. THEY CAME TO SCHOOL YESTERDAY.
2. He eats breakfast every day. HE ATE BREAKFAST YESTERDAY.
3. I give him a cigarette every day. I GAVE HIM A CIGARETTE YESTERDAY.

4. He reads a lesson every day.
5. They get their money every day.
6. I see the children every day.
7. He knows the lesson every day.
8. He has meat for dinner every day.
9. He does his homework every day.
10. He goes to work every day.
11. They eat meat every day.
12. We come to school every day.
13. I give them money every day.

ORAL DRILL 14.8

1. Did they go to school this morning? NO, THEY WENT YESTERDAY.
2. Did he come to work this morning? NO, HE CAME YESTERDAY.
3. Did she eat breakfast this morning? NO, SHE ATE BREAFAST YESTERDAY.

4. Did you give him some money this morning?
5. Did he read his letter to you this morning?
6. Did she get a taxi for you this morning?
7. Did they see her this morning?
8. Did you have coffee this morning?
9. Did you do oral drill 13.2 this morning?
10. Did he go to Gia-Đinh this morning?
11. Did she come to school this morning?
12. Did they eat meat this morning?
13. Did you give them some butter this morning?

ORAL DRILL 14.9

1. I didn't come here this morning. I CAME HERE YESTERDAY.
2. He didn't eat any bread this morning. HE ATE SOME YESTERDAY.
3. She didn't give them any money this morning. SHE GAVE THEM SOME YESTERDAY.

4. He didn't read a lesson this morning.
5. They didn't get their money this morning.
6. I didn't see the children this morning.
7. He didn't know the lesson this morning.
8. He didn't have tea this morning.
9. He didn't do his homework this morning.
10. He didn't go to work this morning.
11. They didn't come to school this morning.
12. He didn't give them any money this morning.

ORAL DRILL 14.10.

1. yesterday HE ATE BREAFAST YESTERDAY.
2. every day HE EATS BREAKFAST EVERY DAY.
3. has HE HAS BREAKFAST EVERY DAY.

ORAL DRILL 14.10 (Cont'd.)

4. yesterday
5. got
6. money
7. last week
8. had
9. a book
10. read
11. every day
12. they
13. last week
14. got
15. worked
16. went
17. every day
18. she
19. yesterday
20. knew
21. read
22. every day
23. eat
24. yesterday

GRAMMAR LESSON FIFTEEN

Pattern 15a

Previous Pattern: John is speaking English.
New Pattern: John can speak English.

John	can	speak	English.
He	should	study	Vietnamese.
We	must	speak	English.
They	will	finish	tomorrow.
They	might	finish	tomorrow.
They	may	finish	tomorrow.

COMMENTS

1) Words like "can, should, must, will, might, may" come after words like "John, he, I, you, etc." but before words like "speak, study, come, go, finish, etc." They do not come at the end of the sentence.

2) These words do not add "-s" to "he, she, it, Mary, John, etc." They do not change.

3) "Will" is another way of expressing the idea of future time. It is much the same as "going to" which we have already studied.

ORAL DRILL 15.1

1. English	PHI CAN SPEAK ENGLISH.
2. French	PHI CAN SPEAK FRENCH.
3. should	PHI SHOULD SPEAK FRENCH.

4. must
5. John
6. can
7. will
8. should
9. Vietnamese
10. Mary
11. must
12. may
13. will
14. John and Mary
15. can
16. they
17. might
18. English
19. I
20. they
21. may
22. should
23. must
24. will
25. you
26. French
27. must
28. can
29. should
30. learn
31. know
32. must
33. he
34. she
35. we
36. might
37. may
38. should

Pattern 15b

Previous Pattern: He can speak English.
New Pattern: Can he speak English?

Can	John	speak	English?
Should	he	study	Vietnamese?
Must	we	speak	Vietnamese?
Will	they	finish	tomorrow?
Might	they	finish	tomorrow?
May	they	finish	tomorrow?

COMMENTS

1) To form a question using the words "can, should, must, will" reverse the order of the first two words in the statement pattern.

2) Do not use "do/does" to form questions with "can, should, must, may, might, will."

ORAL DRILL 15.2

1. You can hear me.	CAN YOU HEAR ME?
2. John should study.	SHOULD JOHN STUDY?
3. Mary might learn Vietnamese.	MIGHT MARY LEARN VIETNAMESE?

4. They should study English.
5. We must learn grammar.
6. He must work at night.
7. Ann will study pronunciation.
8. The students can speak English.
9. John should work in the morning.
10. He must learn French.
11. Peter and Paul might go to Dalat.
12. Betty will go to Hué.
13. We may go home tomorrow.
14. You will go ~~to~~ to Vung-Tau tomorrow.
15. She must study at night.
16. They should speak English.
17. He can play tennis.
18. They might swim in the sea.
19. They may swim in the sea.
20. Sally will go to the movies.

Pattern 15c

Previous Pattern: John can go.
New Pattern: John can't go.

can	[kæn]	can't	[kænt]
should	[šʊd]	shouldn't	[šʊdənt]
must	[məst]	mustn't	[məsənt]
will	[wɪl]	won't	[wo^{u}nt]
might	[ma^{i}t]	might not	[ma^{i}t nat]
may	[me^{i}]	may not	[me^{i} nat]

COMMENTS

This is the negative form of Pattern 15a. Notice the forms "may not" and "might not."

ORAL DRILL 15.3

1. John can go. Mary can't go.
2. John should work. Mary shouldn't work.
3. John may smoke. Mary may not smoke.
4. John must study.
5. John will go tomorrow.
6. John can play tennis.
7. John can swim.
8. John might visit us.
9. John will eat durian.
10. John must eat meat.
11. John may come.
12. John should go.
13. John might come.
14. John may work.
15. John should drink tea.
16. John can speak French.
17. John must play tennis.
18. John will go to Nha-Trang.
19. John may sleep.
20. John will rest.

Pattern 15d

Previous Pattern: Is John happy? Yes, he is.
New Pattern: Can John swim? Yes, he can.

Can John go?	Yes, he can.	No, he can't.
May he go?	Yes, he may.	No, he may not.
Might he go?	Yes, he might.	No, he might not.
Must he go?	Yes, he must.	No, he mustn't.
Should he go?	Yes, he should.	No, he shouldn't.
Will he go?	Yes, he will.	No, he won't.

COMMENTS

1) These are the short answers (both negative and positive) for questions with "can, may, might, must, should, will."

2) Notice the negative form for "may" and "might."

ORAL DRILL 15.4

1. Can you speak French? (no) NO, I CAN'T.
2. Should we study English? (yes) YES, WE SHOULD.
3. They will go to Tân An tomorrow. (no response)
4. May you sleep in class? NO, WE MAY NOT.
5. May you smoke in class?
6. May John take money from other people?
7. Will we be here tomorrow?
8. Might they go to Gò-Vấp tomorrow? (yes)
9. Can we learn English?
10. Must we practice a lot?
11. Should you study English grammar?
12. Will we come to class tomorrow?
13. Must Vietnamese children go to school?
14. Should they go to a university?
15. Can you speak Chinese?
16. They should go to school.
17. Will John want to go to Huế? (no)
18. Must we drive on the right side of the road?
19. Should we help old people?
20. Might you study French next year?
21. Must you come to school every day?
22. Can you drive a car?
23. He can speak English.
24. May we smoke in class?

Pattern 15e.

Previous Pattern: John's a student. Mary's a student.
John isn't a student. Mary isn't a student.

New Pattern: John's a student and Mary is too.
John isn't a student and Mary isn't either.

John's going to go and Mary is too.	John isn't going to go and Mary isn't either.
John can play tennis and Mary can too.	John can't play the piano and Mary can't either.
John should study Vietnamese and Mary should too.	John shouldn't study Vietnamese and Mary shouldn't either.
John's a teacher and Mary is too.	John isn't a teacher and Mary isn't either.

COMMENTS

1) When "and" joins two affirmative statements in this pattern, use "too" at the end of the sentence.
2) When "and" joins two negative statements in this pattern, use "either" at the end of the sentence.
3) Use short forms in the second part of the sentences.

ORAL DRILL 15.5

1. John came to school. Mary came to school.	JOHN CAME TO SCHOOL AND MARY DID TOO.
2. John works every day. Mary works every day.	JOHN WORKS EVERY DAY AND MARY DOES TOO.
3. John won't go to Dalat. Mary won't go to Dalat.	JOHN WON'T GO TO DALAT AND MARY WON'T EITHER.
4. John shouldn't smoke. Mary shouldn't smoke.	JOHN SHOULDN'T SMOKE AND MARY SHOULDN'T EITHER.

5. John isn't studying. Mary isn't studying.
6. John can play tennis. Mary can play tennis.
7. He's tired. She's tired.
8. You can't speak Chinese. I can't speak Chinese.
9. We aren't tired now. John isn't tired now.
10. You should write some letters. Mary should write some letters.
11. John will be here tomorrow. Mary will be here tomorrow.
12. John may go to the movies. Mary may go to the movies.
13. John works every day. Mary works every day.
14. We shouldn't arrive late. The teacher shouldn't arrive late.
15. John should always be early. Mary should always be early.
16. I arrived late. My friend arrived late.
17. I can't remember his name. You can't remember his name.
18. John is going to visit Hue. Mary is going to visit Hue.
19. My shoes were expensive. My coat was expensive.

ORAL DRILL 15.5 (Cont'd.)

20. They will go to the dance. I will go to the dance.
21. I'm not a doctor. He isn't a doctor.
22. I can speak French. John can speak French.
23. Mr. Campbell is here. Mrs. Campbell is here.
24. Mary won't be there. I won't be there.
25. We must always be polite. They must always be polite.

ORAL DRILL 15.6

1. either JOHN ISN'T GOING TO STUDY AND MARY ISN'T EITHER.
2. didn't work JOHN DIDN'T WORK AND MARY DIDN'T EITHER.
3. too JOHN WORKED AND MARY DID TOO.
4. played JOHN PLAYED AND MARY DID TOO.
5. either JOHN DIDN'T PLAY AND MARY DIDN'T EITHER.
6. too
7. knows me
8. either
9. didn't forget me
10. too
11. saw me
12. either
13. can't help me
14. too
15. either
16. shouldn't swim
17. too
18. must listen to me
19. should write to me
20. can write to you
21. either
22. isn't going to
23. too
24. either

ORAL DRILL 15.7 (Conversation practice)

1. John's a student. MARY IS TOO.
2. John can play the piano. MARY CAN TOO.
3. John isn't going to study. MARY ISN'T EITHER.
4. John wants that book. MARY DOES TOO.
5. John went to the movies last night.
6. John didn't come to class yesterday.
7. John likes music.
8. John liked the book.
9. John needed a lot of practice.
11. John didn't speak to the teacher.
12. John doesn't drink coffee.
13. John wasn't here last night.
14. John won't be here next week.
15. John should write a letter to his parents.
16. John isn't a doctor.

Pattern 15f

Previous Pattern: John's a student. Mary isn't a student.
New Pattern: John's a student. but Mary isn't.

John's a student but Mary isn't.	John isn't a student but Mary is.
John's going to go but Mary isn't.	John isn't going to go but Mary is.
John will go but Mary won't.	John won't go but Mary will.
John worked but Mary didn't.	John didn't work but Mary did.
John may play tennis but Mary may not.	John may not play tennis but Mary may.

COMMENTS

1) "But" is used to join affirmative and negative sentences together and is the same as the Vietnamese word " nhừng mã."

2) Use the short answer form after "but."

ORAL DRILL 15.8

(Use "and" with "too" to join positive statements.
Use "and" with "neither" to join negative statements.
Use "but" to join negative with positive statements.)

1. John came to school. Mary didn't come to school. JOHN CAME TO SCHOOL BUT MARY DIDN'T.
2. I can go. My friends can go. I CAN GO AND MY FRIENDS CAN TOO.
3. Mary can't play tennis. John can play tennis. MARY CAN'T PLAY TENNIS, BUT JOHN CAN.
4. I don't understand you. He doesn't understand you. I DON'T UNDERSTAND YOU AND HE DOESN'T EITHER.
5. John is studying English. Mary is studying English.
6. He is from Dalat. She isn't from Dalat.
7. I arrived late. My friend arrived late.
8. John was here yesterday. Paul was here yesterday.
9. They weren't happy. Mary wasn't happy.
10. Paul should work every day. John shouldn't work every day.
11. Mary can't go tomorrow.
12. John went to Saigon. I didn't go to Saigon.
13. Mr. and Mrs. Brown will come. Their children will come.
14. John and Mary can't come. Their children will come.
15. I understand you now. He doesn't understand you.
16. I didn't understand you yesterday. She didn't understand you.
17. They don't know the answer. I know the answer.
18. John can't understand him. I can understand him.
19. England isn't a very hot country. Vietnam is a very hot country.
20. Not all of the people in Vietnam eat bread. Most of the people in Vietnam eat bread.
21. I never go to the movies. John goes to the movies.
22. I often go to the movies. John often goes to the movies.
23. He often sees John. I seldom see John.
24. John is early. We are early.
25. He can usually sleep. I can't usually sleep.
26. John isn't here. Mary isn't here.

ORAL DRILL 15.10

1. too I CAN HELP YOU AND HE CAN TOO.
2. either I CAN'T HELP YOU AND HE CAN'T EITHER.
3. shouldn't I SHOULDN'T HELP YOU AND HE SHOULDN'T EITHER.
4. won't I WON'T HELP YOU AND HE WON'T EITHER.

5. too
6. but
7. should
8. too
9. either
10. may not
11. too
12. but
13. either
14. can't
15. but
16. too
17. might
18. must
19. either

Pattern 15g

[mit]	meet	met	[mɛt]
[sɪt]	sit	sat	[sæt]
[drɪŋk]	drink	drank	[dræŋk]
[forgɛt]	forget	forgot	[forgat]
[wɛr]	wear	wore	[wor]
[spik]	speak	spoke	[spo^{u}k]
[bre^{i}k]	break	broke	[broke]
[ra^{i}t]	write	wrote	[rout]
[te^{i}k]	take	took	[tʊk]
[no^{u}]	know	knew	[nu]

COMMENTS

1) The verbs shown above have "irregular" past forms.
2) The only way to learn these forms well is to practice constantly.

ORAL DRILL 15.11

1. Did you meet John this morning? NO, BUT I MET HIM YESTERDAY.
2. Did you sit at the window this morning? NO, BUT I SAT THERE YESTERDAY.
3. Did you drink some tea this morning? NO, BUT I DRANK SOME YESTERDAY.
4. Did he forget to come this morning?
5. Did Mary wear her new dress this morning?
6. Did you speak Vietnamese to them this morning?
7. Did John break his pen this morning?
8. Did they write their letters this morning?
9. Did she take her book this morning?
10. Did they know where to go this morning?
11. Did you meet the new students this morning?
12. Did they sit down this morning?
13. Did John drink some coffee this morning?

GRAMMAR LESSON SIXTEEN

Pattern 16a

Previous Pattern: John works every day.
New Pattern: John works quickly every day.

A

John speaks Vietnamese quick	LY.
Mary speaks Vietnamese slow	LY.
The girls sew quiet	LY.
The men work busi	LY.
The drivers drive careful	LY.
The doctor works skillful	LY.

B

John reads Vietnamese	WELL.
Mary walks	FAST.
They work	HARD.
She likes English	VERY MUCH.
He likes Vietnamese	A LOT.

COMMENTS

1) Use words which describe how an action takes place after the verb or after the object if there is one.

2) The group of words which describe actions are often called "adverbs." Most of them add "-ly" to the stem of a word (Group A) but some do not (Group B). Use both groups in the same position and in the same way.

ORAL DRILL 16.1

1. The new student studied. Quiet. THE NEW STUDENT STUDIED QUIETLY.
2. A careful driver drives. Slow. A CAREFUL DRIVER DRIVES SLOWLY.
3. The men came. Quick. THE MEN CAME QUICKLY.
4. John walks. Slow.
5. Mary learned Chinese. Rapid.
6. Nam speaks English. Clear.
7. They dance. Gracefully.
8. He drives. Careful.
9. The doctor worked. Skillful.
10. Mary worked. Busy.
11. Ann walked. Slow.
12. We are speaking. Quiet.
13. They are shouting. Loud.
14. The boys are swimming. Strong.

ORAL DRILL 16.2

1. quickly NAM SPOKE ENGLISH QUICKLY LAST YEAR.
2. learned NAM LEARNED ENGLISH QUICKLY LAST YEAR.
3. pronounced NAM PRONOUNCED ENGLISH QUICKLY LAST YEAR.
4. clearly
5. rapidly
6. last week
7. the words
8. quickly
9. you
10. they
11. the lesson
12. explained
13. to me
14. the question
15. asked
16. explained (to me)
17. repeated
18. slowly
19. rapidly
20. clearly
21. loudly
22. quickly
23. Vietnamese

ORAL DRILL 16.3

1. The careful drivers are driving. THE DRIVERS ARE DRIVING CAREFULLY. THEY'RE CAREFUL.

2. The skillful doctor is working. THE DOCTOR IS WORKING SKILLFULLY. HE'S SKILLFUL.

3. The angry policeman pointed. THE POLICEMAN POINTED ANGRILY. HE WAS ANGRY.

4. The quiet student is studying.
5. The noisy children are talking.
6. The careful doctor is working.
7. The slow teacher was talking.
8. The graceful dancers were dancing.
9. The strong swimmers are swimming.
10. The quiet girls are sewing.
11. The serious students are studying.
12. The quick driver is driving.
13. The noisy children shouted.
14. The idle painters are resting.
15. The active boys are jumping.
16. The correct man is speaking.
17. The happy gardeners are gardening.
18. The careful doctor worked.

ORAL DRILL 16.4

1. well JOHN PLAYS TENNIS WELL.
2. quick JOHN PLAYS TENNIS QUICKLY.
3. Mary MARY PLAYS TENNIS QUICKLY.

4. slow
5. speaks Vietnamese
6. fast
7. work
8. they
9. hard
10. he
11. well
12. a lot
13. likes Vietnam
14. work
15. careful
16. she
17. they
18. a lot
19. study
20. quiet
21. slow
22. hard
23. quick
24. fast
25. speak
26. run
27. walk
28. slow
29. speak
30. a lot
31. work
32. hard
33. quick
34. slow
35. fast

Pattern 16b

Previous Pattern: The new school is good.
New Pattern: The new school in Dalat is good.

The		man	with	gray	hair	is a teacher.
The	old	man	with	gray	hair	is a teacher.
The		student	from	Nha-trang	speaks	English.
The	tall	student	from	Nha-trang	speaks	English.
The		school	in	Huế	is	good.
The	new	school	in	Huế	is	good.

COMMENTS

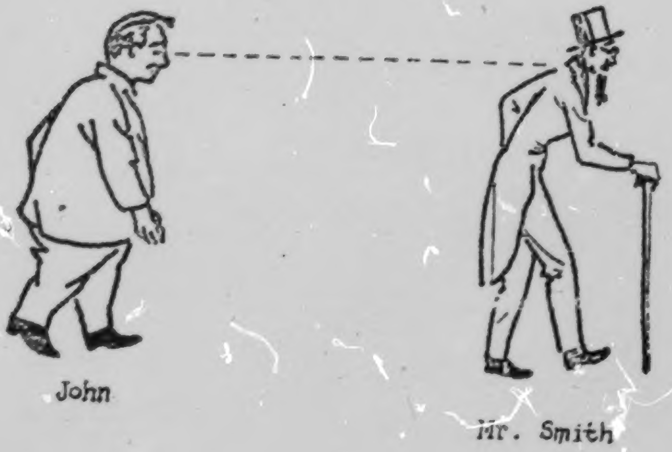
1) Groups of words such as "with gray hair," "from Huế" come after the person or thing which they are describing. Other words such as "tall, old, new" (adjectives) come before the thing they describe.

ORAL DRILL 16.5

1.	The student is studying. He's new.	THE NEW STUDENT IS STUDYING.
2.	The student is studying here. He's from Hué.	THE STUDENT FROM HUẾ IS STUDYING HERE.
3.	The school is good. It's new. It's in Dalat.	THE NEW SCHOOL IN DALAT IS GOOD.
4.	The student is practicing English. He's tall. He's from My-Tho.	THE TALL STUDENT FROM MY-THO IS PRACTICING ENGLISH.

5. That school is very good. It's big.
6. That house is very big. It's near Tự-Do street.
7. That temple is very old. It's big. It's beautiful.
8. The student is quiet. He's from Cãn-Thơ.
9. That man is Mr. Smith. He's near Dr. Anthony.
10. The student is my friend. He's beside the window.
11. The student is from the Faculty of Pedagogy. He's tall.
12. The pupil is learning English. He's with Dr. Yates.
13. The shop is small. It's on the corner.
14. The shop is good. It's small. It's on the corner.
15. The girl is pretty. She's tall. She's from Saigon.
16. The boy speaks slowly. He's short. He's from Huê.
17. The student knows the answers. He's thin. He's in my class.
18. The teacher speaks English very well. He's in that room.
19. The man gave me a book. He's from my home town.
20. That pen is new. It's red. It's on the table.
21. The school is good. It's big. It's near the corner.
22. The students speak quickly. They're in my class.
23. The man came with his wife. He's young. He's near Mr. Campbell.
24. That book is expensive. It's big. It's on the shelf.
25. These students are clever. They're from Nhatrang. They're serious.

This is John This is Mr. Smith.



1. John sees Mr. Smith.

2. Mr. Smith doesn't see John.

2. John is behind Mr. Smith.

A	WHO	sees		Mr. Smith?	John.
	WHO	is	behind	Mr. Smith?	John.

B	WHO (M)	does	John	see?	Mr. Smith.
	WHERE	is	John?	Behind	Mr. Smith.

COMMENTS

In sentences 1, 2 and 3 above, "John" is the subject; "Mr. Smith" is the object.

1) When you want to find out who/(or what) the subject is use pattern "A", i.e., use a question word before the statement form of the sentence.

2) When you want to know anything about the object use pattern "B", i.e., use a question word before the question form of the sentence.

In this pattern (B), the word "whom" may be used instead of "who."

EXAMPLES

Pattern A	Pattern B
Who talked to John last night? Paul and I did.	Who(m) did you talk to last night? John.
Who sells books? John.	What does John sell? Books.
Who ate five mangos last night? John did.	How many mangos did John eat last night? Five.
Which book costs 100 piastres? The English book.	How much does the English book cost? 100 piastres.

N.B. You cannot use "when, where, how far" with Pattern A. These question words must always be used with sentences which have a question form.

ORAL DRILL 16.6

1. John drank some tea in a restaurant.

Who?	WHO DRANK SOME TEA?
What?	WHAT DID JOHN DRINK?
Where?	WHERE DID JOHN DRINK SOME TEA?

2. John sold me a book.

What?	WHAT DID JOHN SELL YOU?
Who?	WHO SOLD YOU A BOOK?
Who(m)?	WHO(M) DID JOHN SELL A BOOK TO?

3. John saw Mary.

Who?	WHO SAW MARY?
Who(m)	WHO(M) DID JOHN SEE?

4. John saw Mary in Dalat.
   Who?
   Who(m)
   Where?

5. Dr. Jones teaches English at the Faculty of Pedagogy.
   Who?
   What?
   Where?

6. This book cost 100 piastres last month.
   What?
   How much?
   When?

7. John visited his friend yesterday.
   Who?
   Who(m)
   When?

8. A lot of rice grows in Vietnam.
   How much?
   What?
   Where?

ORAL DRILL 16.6 (Cont'd.)

9. Ten of these students studied English here last year.

How many?
Who?
What?
Where?
When?

10. My mother read me the letter this morning.

Who?
Who(m)?
What?
When?

Pattern 16d.

Simple Present		Simple Past	
become	[bɪkə́m]	became	[bɪké^{i}m]
begin	[bɪgín]	began	[bɪgǽn]
tear	[tɛr]	tore	[tɔr]
choose	[čuz]	chose	[čo^{u}z]
spend	[spɛnd]	spent	[spɛnt]
cost	[kɔst]	cost	[kɔst]
buy	[ba^{i}]	bought	[bɔt]
sleep	[slip]	slept	[slɛpt]
tell	[tɛl]	told	[to^{u}ld]
feel	[fil]	felt	[fɛlt]
mean	[min]	meant	[mɛnt]
think	[θiŋk]	thought	[θɔt]
put	[pʊt]	put	[pʊt]

COMMENTS

Above are some more verbs with "irregular" past forms. Practice these verbs until your command of them is automatic.

ORAL DRILL 16.7

1. He becomes tired every day. HE BECAME TIRED YESTERDAY.
2. He begins the lesson at 3 p.m. every day. HE BEGAN THE LESSON AT 3 P.M. YESTERDAY.
3. He tears his shirt every day. HE TORE HIS SHIRT YESTERDAY.

4. Mary chooses a new book every day.
5. They spend 800 piastres every week.
6. It costs 60 piastres every day.
7. She buys a new dress every month.
8. He sleeps in class every day.
9. She tells a story every night.
10. They feel well every day.
11. He means that every day.
12. She thinks that every day.
13. They become sleepy every day.
14. They begin their work every morning.
15. They tear their clothes every day.

GRAMMAR LESSON SEVENTEEN

Pattern 17a.

		1		2
A	John	called on	Mary.	He called on her.
	John	looks like	his father.	He looks like him.
	John	got over	his cold.	He got over it.
	John	get along with	the other students.	He gets along with them.
	Mary	ran into	John yesterday.	She ran into him yesterday.
	The students	ran out of	paper yesterday.	They ran out of it yesterday.

		1			2				3		
B	John	called up	Mary.	John	called	Mary	up.	He	called	her	up.
	John	looked up	the word.	John	looked	the word	up.	He	looked	it	up.
	John	put on	his coat.	John	put	his coat	on.	He	put	it	on.
	John	woke up	his friend.	John	woke	his friend	up.	He	woke	him	up.
	John	gave out	the books.	John	gave	the books	out.	He	gave	them	out.

COMMENTS

In English two, or three, words often make up one verb. Examples are "make up," "put on," "run out of," "look like," etc. These kinds of verbs are often called "two-word verbs."

1) Some two-word verbs, such as those in Group A, cannot be split up, i.e., the two (or sometimes three) words which make up the verb must always remain together in the sentence.

2) Other two-word verbs, such as those in Group B, can be split up, i.e., the object may come between the first and second word. (Look at B1 and B2.)

3) Whenever the object of two-word verbs of Group B is expressed by a "pronoun" (me, him, her, us, it, etc.) This "pronoun" must come between the first and second part. (Look at B3.)

N.B. There are very many two-word verbs in English. Experience has shown that it is not practical to try to learn lists of two-word verbs according to how they pattern. It is better to learn whether a two-word verb patterns like Group A or Group B at the moment when it is first learned.

ORAL DRILL 17.1

1. John called on Mary.	HE CALLED ON HER.
2. John looks like his father.	HE LOOKS LIKE HIM.
3. John got over his cold.	HE GOT OVER IT.

ORAL DRILL 17.1 (Cont'd)

4. Ann gets along with her sister.
5. Peter and Paul ran into John and me.
6. T-he shop ran out of soap yesterday.
7. Mary called on Betty and Audrey.
8. The children get across the road every day.
9. Mary's going to look for her pen.
10. John's going to look after the children.
11. Ann's looking at some books.
12. Paul and I are looking forward to the party.
13. John and Mary waited for Peter and Paul at the station.
14. The boys jumped over the desk.
15. John looks like his sister.
16. That girl from Hué thinks about her home a lot.

ORAL DRILL 17.2

1. John called up Mary. HE CALLED HER UP.
2. Ann looked up the word. SHE LOOKED IT UP.
3. Paul put on his coat. HE PUT IT ON.
4. Peter and Paul woke up their friends.
5. Mary gives out the books every day.
6. John put off his homework.
7. Mary brought over her new friends.
8. Ann thought over the problem last night.
9. John and Mary looked over the new house yesterday.
10. Paul broke up the stones.
11. The policeman took down our names.
12. Peter took off his shoes.

ORAL DRILL 17.3

1. The women woke up the children. THE WOMEN WOKE THEM UP.
2. John jumped over the wall. JOHN JUMPED OVER IT.
3. John brought over his new radio. JOHN BROUGHT IT OVER.
4. Mary thinks about her mother a lot. MARY THINKS ABOUT HER A LOT.
5. The pupils are looking over the new school.
6. The new teacher gets along with the student.
7. Mary thinks over her troubles every night.
8. Paul's going to look for the children.
9. Mary gave out the examination papers.

ORAL DRILL 17.3 (Cont'd.)

10. Mary looked up his telephone number.
11. Ann put off her trip to Dalat.
12. Ann looked forward to her trip.
13. The workmen broke up the road.
14. Mary and I will look after the children.
15. Peter and Paul are going to look at some old books.
16. Mary waited for John in the library.
17. John put on his coat.
18. John and I called up Peter and Paul.
19. The noise woke up the people.
20. The sailors got across the river in a boat.
21. Ann's going to call on John and Mary.
22. John's going to take down his telephone number.
23. Mary looks for her glasses every day.
24. John thinks about his work a lot.

Pattern 17b

A	He	came	in	order	to	get	the	books.
	He	came	in	order	to	buy	some	bread.
	He	went	in	order	to	hear	the	concert.

B	He	came	for	the	books.
	He	came	for	some	bread.
	He	went	for	the	concert.

COMMENTS

1) Use "in order to" before "verbs" (words like: get, buy, hear, etc.)

2) Use "for" before "nouns" (words like: books, bread, concert, etc.)

N.B. Vietnamese grammar requires a verb to be used with the type of structure "B", English does not. Dot not use a "verb" after "for."

ORAL DRILL 17.4

1.	for	HE CAME FOR THE BOOKS.
2.	the concert	HE CAME FOR THE CONCERT.
3.	hear the concert	HE CAME IN ORDER TO HEAR THE CONCERT.
4.	study English	HE CAME IN ORDER TO STUDY ENGLISH.

ORAL DRILL 17.4 (cont'd.)

5. cash the check
6. meet me
7. get cigarettes
8. for
9. his coat
10. his books
11. in order to
12. tell me the news
13. buy some bread
14. buy bread
15. bread
16. lunch
17. in order to
18. find a chair
19. for
20. hear the music
21. for
22. a book
23. get a book
24. for

You will oftern hear "to" without "in order," i.e., "He came to buy some bread." instead of "He came (in order) to buy some bread." The meaning is the same.

Pattern 17c.

Previous Pattern: When did he come here?
New Pattern: Why did he come here?

Why did he come here?	For				the books.
Why did he come here?	For				the concert.
Why did he come here?	In	order		to get	the books.
Why did he come here?	In	order		to hear	the concert.
Why did he come here?	In	order	not	to miss	the concert.

COMMENTS

1) Use question word-order in questions with "why."

2) "Why" is the same as Vietnamese "Tại sao." Like all question words, "why" comes at the beginning of the sentence.

ORAL DRILL 17.5 (Individual responses will probably get the best results with this type of exercise.)

1. Why did you come here: learn	IN ORDER TO LEARN ENGLISH.
2. Why did John come here? for	FOR HIS BOOKS.
3. Why do people go to the bank? for	FOR MONEY.
4. Why do people go to the bank? in order to	IN ORDER TO CASH CHECKS.
5. Why did Ngoc buy some rice? cook	IN ORDER TO COOK DINNER.

6. Why did Ngoc buy the rice? for
7. Why are you looking for a chair? sit
8. Why do you want a cigarette? smoke
9. Why did John go to the store? buy cigarettes
11. Why do you get up at 7? study.
12. Why did Mary go to the bookstore? for
13. Why did Mary go to the bookstore? buy
14. Why must we practice English? learn
15. Why do people go to the sea? swim
16. Why do people go to the doctor? medicine

Pattern 17d.

John	went		by train.
Mary	went		by plane.
Paul	went		by boat.
We	get	money	by working.
We	get	rich	by working hard.
He	learned	English	by practicing a lot.
He	got	his diploma	by studying well.
She	got into	the University	by passing the entrance examination.

COMMENTS

1) Use the "-ing" form of verbs after "by."
2) Use "by" with words like "train, ship, bus, telephone, etc."

ORAL DRILL 17.6

1. answer . . . airmail	HE ANSWERED BY AIR MAIL.
2. answer . . . smile	HE ANSWERED BY SMILING.
3. come . . . . train	HE CAME BY TRAIN.
4. learn English . . . practice	HE LEARNED ENGLISH BY PRACTICING.

5. learn English . . . listen to the radio
6. learn new words . . . repeat them
7. go to Vũng Tàu . . . bus
8. begin the lesson . . . give exercises
9. get money . . . sell radios
10. go to Saigon . . . plane
11. learn the word . . . write it
12. come to school . . . car
13. find your telephone number . . . look in the telephone book
14. learn the answer . . . ask the teacher
15. learn pronunciation . . . repeat words
16. learn a lot . . . listen carefully
17. go to school . . . bus
18. go to Hồng Kong . . . ship
19. answer . . . smile
20. find the hotel . . . ask a policeman
21. learn English . . . practice constantly

Pattern 17e

How did he go?	By train.	1.
How did he speak to Mary?	By telephone.	
How did he go?	By taking the train.	
How did he anger Betty?	By not writing a letter.	2.
How did he answer Ann?	By smiling.	
How did he answer her?	With a smile.	
How does he like his coffee?	Without sugar.	3.
How does he speak?	Clearly.	4.
How does he sing?	Softly.	

COMMENTS

"How" is equivalent to the Vietnamese expression "Thế nào."
There are four possible grammatical patterns in response to questions with "how."

1) "By" + "noun" (train, telephone, ship, bus, etc.)
2) "By" + "verb + ing" (taking, writing, smiling, etc.)
3) "With/without" + "noun" (with a smile, without sugar).
4) "Adverb" (clearly, softly, quickly, happily, etc.) "How" always takes question word order.

ORAL DRILL 17.7

1. How did you get here? take a taxi	BY TAKING A TAXI.
2. How did she answer you? smile	WITH A SMILE or BY SMILING.
3. How did you call her up? telephone	BY TELEPHONE or BY TELEPHONING.
4. How did they speak? soft	SOFTLY.

5. How did he become rich? sell radios
6. How did he send the money? telegraph
7. How did you get here? plane
8. How did you get here? take a plane
9. How did you get a diploma? study
10. How did John find your address? Look in the telephone book.
11. How did he speak? quiet
12. How does he read? rapid
13. How did he write the letter? a pen
14. How can we learn these words? repeat them
15. How did he open the box? his hands
16. How can we learn English? practice constantly
17. How can we go to Dalat? bus
18. How did you go? train
19. How did he go to Vũng-Tàu? car

ORAL DRILL 17.8

1. How can I talk to Mary? telephone — YOU CAN TALK TO HER BY TELEPHONE.
2. How can I call up Mary? telephone — YOU CAN CALL HER UP BY TELEPHONE.
3. Why did you call up Mary? ask her a question — I CALLED HER UP IN ORDER TO ASK HER A QUESTION.
4. Why did John go to the store? cigarettes — FOR CIGARETTES.
5. How did he put on his coat? quick — HE PUT IT ON QUICKLY.
6. How did he answer the question? — HE ANSWERED IT BY NODDING HIS HEAD.
7. Why did Nhân go to the university? get a diploma
8. How did John learn the meaning of that word? look it up in the dictionary.
9. Why did he look up the word? use it
10. Why did he go to Cần-Thơ? visit a friend
11. How did he get here? running fast
12. How did she thank her mother? a smile
13. How did she thank her mother? smiling
14. Why did he go to Huế? see the royal tombs
15. Why did he go to the bank? money
16. Why did he put on a coat? be warm
17. How can I go to Phú-Quốc? boat
18. How can we find the station? asking a policeman
19. Why must you go to the bank? cash a check
20. How did the pupil speak English? quickly
21. How can we get a good pronunciation? imitating the teacher

Pattern 17f

Simple Present		Simple Past	
spend	[spɛnd]	spent	[spɛnt]
lend	[lɛnd]	lent	[lɛnt]
make	[me^{i}k]	made	[me^{i}d]
cut	[kət]	cut	[kət]
put	[pʊt]	put	[pʊt]
cost	[kɔst]	cost	[kɔst]
leave	[liv]	left	[lɛft]
say	[se^{i}]	said	[sɛd]
hear	[hiɹ]	heard	[hə́d]
tell	[tɛl]	told	[to^{u}ld]
sell	[sɛl]	sold	[so^{u}ld]

GRAMMAR LESSON EIGHTEEN

Pattern 18a.

Previous Pattern: John learned English.
New Pattern: John learned to speak English.

Nam			learned	to	speak	English.
He			wants	to	speak	English.
He		is	planning	to	speak	English.
He	is going	to	need	to	speak	English.
He			likes	to	speak	English.
He		should	like	to	speak	English.
He			has	to	speak	English.
He			might		speak	English.
He			must		speak	English.
He			should		speak	English.

COMMENTS

1) When one verb follows another the second verb usually has "to" before it. This form is often called the "infinitive."

2) Verbs which come after "can, must, should, might, etc." do not have "to."

3) When "can, should, must, might, etc." come before two verbs, the last verb takes "to;" the other does not, e.g. He should like to speak English. He might like to speak English.

N.B. "Has to" has the same meaning in this kind of sentence as "must." "Has to" is usually pronounced [hæstə] and "have to" is usually pronounced [hævtə].

ORAL DRILL 18.1

1. tried	HE TRIED TO SPEAK ENGLISH.
2. should	HE SHOULD SPEAK ENGLISH.
3. I	I SHOULD SPEAK ENGLISH.
4. read the lesson	I SHOULD READ THE LESSON.
5. have to	I HAVE TO READ THE LESSON.
6. should try	I SHOULD TRY TO READ THE LESSON.
7. must	I MUST READ THE LESSON.

8. they
9. need
10. like
11. try
12. should
13. we
14. the students
15. study grammar
16. you
17. need
18. I
19. like
20. want
21. write well
22. intend
23. like
24. want
25. a letter
26. will
27. plan
28. might
29. want
30. can
31. we
32. should
33. tried
34. she
35. speak clearly
36. is learning
37. has to
38. like
39. must
40. must try
41. can learn
42. will
43. wanted
44. is going to learn
45. needs
46. needed
47. is going to try
48. will try
49. can

Pattern 18b.

Previous Pattern:	Does	he			write?	Yes, he does.
New Pattern:	Does	he	try	to	write?	Yes, he does.

Does	he	try	to write?	Yes, he does.	No, he doesn't.
Does	he	want	to write?	Yes, he does.	No, he doesn't.
Did	he	learn	to write?	Yes, he did.	No, he didn't.
Is	he	trying	to write?	Yes, he is.	No, he isn't.
Should	he		write?	Yes, he should.	No, he shouldn't.
Should	he	try	to write?	Yes, he should.	No, he shouldn't.
Must	he		write?	Yes, he must.	No, he mustn't.
Must	he	try	to write?	Yes, he must.	No, he mustn't.

COMMENTS

This is a summary Pattern, rather than a new Pattern.

1) Use reversal to signal questions which contain "-ing." (Are you waiting? Is he going to work?)

2) Use "do/does" with verbs in the simple present tense. (Do you work? Does he understand?)
Use "did" with verbs in the past. (Did you work? Did he understand?)

3) Use reversal with "can, must, might, should, will, etc." (Can he go? Must we wait?)

ORAL DRILL 18.2

1.	can	CAN HE READ? (yes)	YES, HE CAN.
2.	like	DOES HE LIKE TO READ? (no)	NO, HE DOESN'T.
3.	have	DOES HE HAVE TO READ? (yes)	YES, HE DOES.
4.	is trying	IS HE TRYING TO READ? (no)	NO, HE ISN'T.
5.	should learn	SHOULD HE LEARN TO READ? (yes)	YES, HE SHOULD.

6. plan .....(no)
7. expect....(yes)
8. will .....(yes)
9. can ......(no)
10. may ......(yes)
11. intend....(yes)
12. need......(no)
13. should ...(yes)
14. they......(yes)
15. must ....(yes)
16. like ....(no)
17. prefer......(yes)
18. refuse .....(no)
19. might ......(yes)
20. need........(no)
21. want ....(yes)
22. have ....(no)
23. is trying...(no)
24. will try ....(yes)
25. should try ....(yes)
26. can learn.........(yes)
27. should learn......(no)
28. will learn........(no)
29. promise...........(yes)
30. expect............(no)
31. try to learn......(yes)
32. must learn........(no)

Pattern 18c

Previous Pattern: Mary tries to speak Vietnamese.
New Pattern: Mary doesn't try to speak Vietnamese.

Mary	doesn't	want	to	speak	Vietnamese.
Mary	can't	learn	to	speak	Vietnamese.
Mary	isn't	trying	to	speak	Vietnamese.

COMMENTS

1) Use "doesn't, can't, etc." before the simple present form of verbs.
2. Use "isn't, aren't, am not" before verbs with the "-ing" form.

ORAL DRILL 18.3

1. John tries to write. MARY DOESN'T TRY TO WRITE.
2. John is trying to write. MARY ISN'T TRYING TO WRITE.
3. John tried to write. MARY DIDN'T TRY TO WRITE.
4. John might write. MARY MIGHT NOT WRITE.
5. John should try to write. MARY SHOULDN'T TRY TO WRITE.

6. John wants to write.
7. John must write.
8. John needs to write.
9. John plans to write.
10. John planned to write.
11. John should write.
12. John wants to write.
13. John wanted to write.
14. John can write.
15. John can learn to write.
16. John must try to write.
17. John should want to write.
18. John would like to go.
19. John decided to go.
20. John should go.
21. John planned to go.
22. John is planning to do it.
23. John should learn to write.
24. John is going to promise to go.
25. John likes to study.
26. John intends to go.
27. John must learn to write.
28. John is waiting to go.
29. John will learn to speak clearly.
30. John is beginning to work.

Pattern 18d.

Previous Pattern: He doesn't study every day, but he should.
New Pattern: He doesn't study every day, but he wants to.

STATEMENTS

He didn't go	but he	wanted to.
He doesn't want to go	but he	has to.
He can't speak English	but he's	learning to.
He has to go	but he doesn't	want to.
He should study tomorrow	but he isn't	going to.
He got a letter yesterday	but he didn't	expect to.

QUESTIONS

Did he go?	No, but he wanted to.
Did he get a letter?	Yes, but he didn't expect to.

COMMENTS

1) "Plan to, wanted to, wants to, etc." complete the sentence. There is no need to repeat the verb.

2) Do not use "to" after "must, can, should, might, will, etc."

ORAL DRILL 18.4

1. wants — HE DIDN'T GO, BUT HE WANTS TO.
2. wanted — HE DIDN'T GO, BUT HE WANTED TO.
3. can — HE DIDN'T GO, BUT HE CAN.
4. is planning — HE DIDN'T GO, BUT HE'S PLANNING TO.

5. plans
6. intends
7. hopes
8. might
9. expects
10. expected
11. is expecting
12. should
13. will
14. is intending
15. hoped
16. would like
17. will try
18. needs
19. [illegible]
20. is hoping
21. must
22. might decide
23. is going to try
24. wanted
25. can
26. wants

ORAL DRILL 18.5

(This is a conversation practice. Answer the questions in the negative.)

1. Does he have to go? — NO, BUT HE PLANS TO.
2. Does he want to go? — NO, BUT HE SHOULD.
3. Did you meet the king? — NO, BUT I WOULD LIKE TO.
4. Do you study every day? — NO, BUT I SHOULD.

5. Did you go to Nha-trang?
6. Do you like to get up at seven o'clock?
7. Did you get a letter?
8. Are you going to see a movie to-night?
9. Did he pay for the food?
10. Does Mary play tennis?
11. Did you go to Phú-Quốc?

Pattern 18e

Previous Pattern: This lesson is easy.
New Pattern: This lesson is easy for him to understand.

A	This lesson is easy	for him.	
	This food is good	for him.	
	This is an easy lesson	for our class.	
B	This lesson is easy	for him	to understand.
	This food is good	for him	to eat.
	This is an easy lesson	for our class	to understand.
C	This lesson is easy		to understand.
	This food is good		to eat.
	This is an easy lesson		to understand.

COMMENTS

1) Remember to use "am, is, are" before adjectives (words like "good, easy, etc.")

2) Use "to" with verbs like "understand, eat, etc." in this pattern.

3) In Pattern C put verbs (understand, eat, etc.) after the adjectives (good, easy, etc.)

ORAL DRILL 18.6

1.	for him to understand	THIS LESSON IS DIFFICULT FOR HIM TO UNDERSTAND.
2.	to understand	THIS LESSON IS DIFFICULT TO UNDERSTAND.
3.	easy	THIS LESSON IS EASY TO UNDERSTAND.
4.	this exercise	THIS EXERCISE IS EASY TO UNDERSTAND.
5.	for us	THIS EXERCISE IS EASY FOR US.
6.	for us to write	THIS EXERCISE IS EASY FOR US TO WRITE.

7. to do
8. this lesson
9. for us to understand
10. for us
11. these words
12. difficult
13. for us to remember
14. to write
15. to spell
16. for our students to spell
17. for our students
18. easy
19. for them to remember
20. to remember
21. to forget
22. to write
23. for me to write
24. for you
25. for you to learn
26. these lessons
27. to learn
28. this exercise
29. to do
30. to practice

Pattern 18f.

John is	very	sick.
He is	too	sick to work.
He speaks	very	rapidly.
He speaks	too	rapidly for us to understand.

Paul is		strong	enough.
He speaks		slowly	enough.

The position in sentences of "very" and "too" is different from the position of "enough."

1) "Very" and "too" come before adjectives and adverbs (words like "sick", "rapidly," etc.)

2) "Enough" comes after these words.

ORAL DRILL 18.7

1.	too	THESE SHOES ARE TOO BIG.
2.	enough	THESE SHOES ARE BIG ENOUGH.
3.	strong	THESE SHOES ARE STRONG ENOUGH.
4.	these boys	THESE BOYS ARE STRONG ENOUGH.
5.	quick	THESE BOYS ARE QUICK ENOUGH.
6.	speak	THESE BOYS SPEAK QUICKLY ENOUGH.
7.	very	THESE BOYS SPEAK VERY QUICKLY.

8. carefully
9. are
10. too
11. enough
12. old
13. John
14. very
15. Mr. Smith
16. too
17. slow
18. speaks
19. very
20. enough
21. Mrs. Smith
22. carefully
23. very
24. is
25. enough
26. too
27. works
28. enough
29. rapidly
30. very
31. quietly
32. walks
33. enough
34. fast
35. carefully
36. is
37. tall
38. too
39. short

ORAL DRILL 18.8

1.	for us to remember	THIS EXERCISE IS EASY ENOUGH FOR US TO REMEMBER.
2.	to remember	THIS EXERCISE IS EASY ENOUGH TO REMEMBER.
3.	to write	THIS EXERCISE IS EASY ENOUGH TO WRITE.
4.	to write in class	THIS EXERCISE IS EASY ENOUGH TO WRITE IN CLASS.
5.	too difficult	THIS EXERCISE IS TOO DIFFICULT TO WRITE IN CLASS.
6.	long	THIS EXERCISE IS TOO LONG TO WRITE IN CLASS.

7. for me to write
8. for me
9. these shoes
10. enough
11. good
12. too
13. old
14. for me to wear
15. for me (without "to wear")
16. for you
17. for John to wear
18. to wear (without "for John")
19. this coat
20. for you to wear
21. for you (without "to wear")
26. that suit
27. for John
28. big
29. too
30. that car
31. for John to drive
32. old
33. to drive (without "for John")
34. to use
35. these books
36. this coffee
37. to drink
38. hot
39. for us to drink
40. enough

ORAL DRILL 18.8

22. for Mary
23. long
24. that dress
25. enough
41. for us (without "to drink")
42. too
43. old
44. these books
45. to read

Pattern 18g

Previous Pattern: The students wanted to learn English.
New Pattern: The teacher wanted the students to learn English.

The teacher	wanted	the students	to learn English.
He	asked	them	to learn English.
He	expected	them	to learn English.

COMMENTS

1) Put words like "the students, them, etc." after words like "expected, asked, wanted, etc."

2) Be sure to use "to" before the second verb.

ORAL DRILL 18.9

1. asked	I ASKED YOU TO GO.
2. expected	I EXPECTED YOU TO GO.
3. to have dinner here	I EXPECTED YOU TO HAVE DINNER HERE.
4. we expected	WE EXPECTED YOU TO HAVE DINNER HERE.

5. asked
6. wanted
7. they wanted
8. to become a teacher
9. your father wants
10. does he want
11. to study education
12. us
13. does he expect
14. did he ask
15. to be here early
16. them
17. her
18. you

Pattern 18h

John's foot: The foot of a hill.

A	The back of this chair is strong. The top of that page is dirty. This student's rooms are clean. These students' rooms are clean. These students' room is clean.	B	This man's father lives in Hue. That dog's tail is long. John's pen is broken. Mary's books are new. A day's work is enough for us.

COMMENTS

This pattern shows ownership or possession, thus "John's book = A book belonging to John."

1) The two forms "A" and "B" have the same meaning.

2) Form A is usually used with the names of things (inanimate objects).

3) Form B is usually used to refer to people or living beings (animals, insects, etc.) and to units of time.

4) In writing, -'s and -s' indicate different meanings.
   -'s indicates one person or animal (singular)
   -s' indicates more than one person or animal (plural)

There is no difference in pronunciation.

ORAL DRILL 18.10

1. Chair...... Mary often sits in it. IT'S MARY'S CHAIR.
2. Friend..... She is with Mary. SHE'S MARY'S FRIEND.
3. Cover...... It's on my book. IT'S THE COVER OF MY BOOK.
4. Vacation... It's for a week. IT'S A WEEK VACATION.
5. Toys....... Children play with them. THEY'RE CHILDREN'S TOYS.
6. letter...... John got it.
7. letter...... John received it.
8. lesson...... Mr. Campbell gave it.
9. legs........ They're on a chair.
10. legs........ They're on a dog.
11. top......... It's on this table.
12. color....... It's on my car.
13. friend...... He's with John.
14. paper....... It came today.
15. shoes....... John has them
16. books....... The boys have them.
17. books....... The boy has them.
18. book........ The boy has it.
19. hat......... Mary has it.
20. lessons..... John studied them.
21. desk........ The teacher uses it.
22. two dresses Mary wears them.
23. car......... John bought it.
24. new car..... John bought it.
25. new, red car..... John bought it.

GRAMMAR LESSON NINETEEN

Pattern 19a.

Previous Pattern: The lesson is easy. It's easy.
New Pattern: It's nine o'clock.

It's		nine o'clock.
It's		Monday.
It's		summer.
It's		my birthday today.
It's		getting late.
It	isn't	early.
It	seems	warm.
It's		nice weather.
It	was	hot yesterday.
It	snows	in Michigan in the winter.
It's		a long way to America.
It's		easy for us to speak Vietnamese.
It's		important to practice grammar.
It's		important for us to speak English.

Is it	easy to speak English?	Yes, it is.
Is it	early?	Yes, it is.
Is it	late?	No, it isn't.
Does it	rain here in June?	Yes, it does.

COMMENTS

In English it is necessary to have "it" in the position of subject where no clear subject is being talked about.

1) Use "it" in the subject position in all the situations shown above (time, weather, distance, identification of persons, existence of qualities, etc.). Never leave out the word "it" in this pattern.

2) Use "it" with "is, seems, gets, becomes" and words of weather like "rains, snows, etc." in this pattern.

ORAL DRILL 19.1

1.	warm today	IT'S WARM TODAY.
2.	ten o'clock now	IT'S TEN O'CLOCK NOW.
3.	my birthday today	IT'S MY BIRTHDAY TODAY.

ORAL DRILL 19.1 (Cont'd.)

4. late
5. early
6. summer
7. April
8. three o'clock now
9. cold yesterday
10. warm now
11. raining
12. bad weather
13. far
14. twenty kilometers
15. a woman
16. a noise
17. John on the telephone
18. the President on the radio
19. Tuesday today
20. Monday yesterday
21. cool last year

ORAL DRILL 19.2

1. good for us to speak English	IS IT GOOD FOR US TO SPEAK ENGLISH? YES, IT IS.
2. 1952 this year	IS IT 1952 THIS YEAR? NO, IT ISN'T.
3. rain in September	DOES IT RAIN IN SEPTEMBER? YES, IT DOES.
4. easy for you to enter the University?	WAS IT EASY FOR YOU TO ENTER THE UNIVERSITY? NO, IT WASN'T.

5. easy for you to speak English
6. 1954 last year
7. rain during the hot season
8. snow in Vietnam
9. easy for the teacher to speak English
10. necessary to speak correctly
11. easy for you to get up in the morning
12. easy for you to do your homework
13. difficult for Vietnamese to learn English
14. cold last night
15. rain yesterday
16. rain tomorrow
17. easy for you to pass your examination next week
18. easy to pass the entrance examination for the University
19. important to study grammar
20. easy for you to learn English last year
21. correct to say "It's warm today."

Pattern 19b

Previous Pattern: We can get a diploma by studying hard.
New Pattern: Studying hard is necessary to get a diploma.

Walking is a good exercise.
Swimming is a good sport.
Exercising is necessary for good health.
Playing sports is good for us.
Learning English is useful.
Studying in Dalat is pleasant.
Getting a diploma will mean a lot of hard work.

COMMENTS

When "verbs" (words like "work, study, walk, swim, learn, wait, be, etc.") occupy the subject position in a sentence, they often function like "nouns."

1) Always use the "-ing" form of the verb in this position.

2) The "-ing" form of the verb when used as a subject is always followed by a verb in the singular (e.g. "Playing sports is good for us." but "Dangerous sports are bad for us.")

ORAL DRILL 19.3

1. swim is a good sport — SWIMMING IS A GOOD SPORT.
2. get up in the morning is difficult — GETTING UP IN THE MORNING IS DIFFICULT.
3. walk a lot makes him tired — WALKING A LOT MAKES HIM TIRED.
4. sleep a lot makes him lazy
5. swim is good for us
6. pass the entrance examination is difficult
7. learn a new language is hard work
8. wait for people is boring
9. eat too much is bad for us
10. study language should be interesting
11. drive a car is often dangerous
12. go to new places is interesting
13. work hard is good for us

Pattern 19c

Previous Pattern: Arriving on time is important.
New Pattern: It's important to arrive on time.

Coming It is necessary	early will be necessary. to come early.
Studying It will be easy	here will be easy. to study here.

COMMENTS

This is not really a new pattern but a combination of two previous patterns.

1) Both patterns have the same meaning.

2) When the verb is put in subject position, it takes the "-ing" form. When "it" comes in subject position, the verb takes the "to .." form.

ORAL DRILL 19.4

1. Arriving on time is important. IT'S IMPORTANT TO ARRIVE ON TIME.
2. Coming early will be necessary. IT WILL BE NECESSARY TO COME EARLY.
3. Studying here is going to be easy. IT'S GOING TO BE EASY TO STUDY HERE.
4. Doing this exercise isn't difficult.
5. Understanding English is important for us.
6. Reading children's books is easy for us.
7. Learning a new language isn't very easy.
8. Getting up early is a good thing.
9. Speaking English is very important.
10. Speaking correctly is necessary.
11. Studying a lot is necessary to get a diploma.
12. Beginning the lesson early was necessary last night.
13. Beginning the lesson early will be necessary.
14. Beginning the lesson early might be necessary.
15. Beginning the lesson early shouldn't be necessary.
16. Beginning the lesson early won't be necessary.
17. Learning this lesson isn't difficult.
18. Meeting new people is interesting.

Pattern 19d.

Previous Pattern: A book's on the table.
New Pattern: There's a book on the table.

There's			a book	on the table.
There's			a student	in the room.
There's		some	coffee	in the cup.
There	was		a pen	on my desk yesterday.
There	was		bread	on the table last night.
There	are	some	books	on the table.
There	are	some	students	at the door.
There	were	some	books	on the table.
There	were	some	students	at the door.
Is there		a	book	on the table? Yes, there is.
Are there		any	books	on the table? Yes, there are.

COMMENTS

"There is/there are" is the same in this structure as "có" in the sentence "có quyển sách trên bàn."

1) Use "there is" with singular subjects.

2) Use "there are" with plural subjects.

3) Notice the change in tense.

N.B. "There" also indicates place e.g. "My book is there."

ORAL DRILL 19.5

1. man THERE'S A MAN HERE.
2. chairs THERE ARE SOME CHAIRS HERE.
3. sugar THERE'S SOME SUGAR HERE.

4. books
5. teacher
6. meat
7. bread
8. ice
9. student
10. doctors
11. doctor
12. clever pupil
13. difficult words
14. tall buildings
15. white sugar
16. very good coffee
17. interesting books
18. new students
19. new student
20. money
21. good movies

ORAL DRILL 19.6

1. man . . . here (yes) IS THERE A MAN HERE NOW? YES, THERE IS.
2. man . . . yesterday (no) WAS THERE A MAN HERE YESTERDAY? NO, THERE WASN'T.
3. examination. . tomorrow (no) IS THERE GOING TO BE AN EXAMINATION HERE TOMORROW? NO, THERE ISN'T.

4. students . . . yesterday
5. people . . . . last night
6. people . . . . now
7. English lesson . . today
8. doctor . . . . now
9. doctors . . . yesterday
10. doctors . . . . now
11. teacher . . . . tomorrow
12. books . . . . . yesterday
13. coffee . . . . yesterday
14. good hotel . . now
15. good hotel . . last year

ORAL DRILL 19.7

1. to-night THERE IS A MOVIE HERE TO-NIGHT.
2. is there IS THERE A MOVIE HERE TO-NIGHT.
3. concert IS THERE A CONCERT HERE TO-NIGHT.
4. tomorrow IS THERE GOING TO BE A CONCERT TOMORROW?

ORAL DRILL 19.7

5. yesterday
6. student
7. students
8. now
9. there are
10. yesterday
11. teachers
12. teacher
13. tomorrow
14. policeman
15. man
16. yesterday
17. men
18. were there
19. children
20. child
21. tomorrow
22. today
23. three boys
24. three Vietnamese boys
25. there are
26. a small girl

Pattern 19e

Previous Pattern: It's my book.
New Pattern: It's mine.

It's	my	book.	It's	mine.
It's	your	book.	It's	yours.
It's	his	book.	It's	his.
It's	her	book.	It's	hers.
It's	our	book.	It's	ours.
It's	your	book.	It's	yours.
It's	their	book.	It's	theirs.

They're	my	books.	They're	mine.
They're	your	books.	They're	yours.
They're	his	books.	They're	his.
They're	her	books.	They're	hers.
They're	our	books.	They're	ours.
They're	your	books.	They're	yours.
They're	their	books.	They're	theirs.

Whose	book is that?	It's	mine.
Whose	books are those?	They're	mine.
Whose	book is that?	Mary's.	
Whose	books are those?	Mary's.	

COMMENTS

1) "Mine, yours, his, hers, etc." complete the short statements. Do not repeat the noun with these words, i.e., do not say "It's mine book."

2) Personal names can be used in the same place as "mine, yours, etc." if the "-'s" is added (Mary's, John's, etc.)

3) Use the question-word "whose" when trying to find out the ownership of something.

ORAL DRILL 19.8

1. I have my books. John — JOHN HAS HIS.
2. My books are on the desk. Mary — MARY'S ARE ON THE DESK TOO.
3. I brought John's book and my book. John — JOHN BROUGHT HIS AND MINE.
4. I brought my books to class. John
5. I brought my pen to school. Mary
6. I wrote my letters this morning. Mary
7. I broke my pencil yesterday. Mary
8. This is my book. Bill
9. I like my car. John and Mary
10. I visited my brothers. Mr. Smith
11. Your books aren't new. You and I
12. He bought his ticket. We
13. I read my letter yesterday. You
14. My books are green. Mary
15. I read my letters last night. You and John
16. I ate my dinner. They
17. He did his homework last night. We
18. I am going to sell my car this week. Mr. Brown
19. I finished my work. Paul
20. I saw my brother. John
21. Mary visited her sister. Ann

ORAL DRILL 19.9

1. whose books (John) — WHOSE BOOKS ARE THOSE? — THEY'RE JOHN'S.
2. whose book (John) — WHOSE BOOK IS THAT? — IT'S JOHN'S.
3. whose pen (she) — WHOSE PEN IS THAT? — IT'S HERS.
4. whose hat (I) — WHOSE HAT IS THAT? — IT'S MINE.

5. whose pencil (Mary)
6. whose friends (we)
7. whose friend (I)
8. whose coat (her)
9. whose shoes (you)
10. whose glasses (they)
11. whose tea (I)
12. whose socks (she)
13. whose shirt (he)
14. whose mangos (we)
15. whose house (they)
16. whose garden (we)
17. whose children (he)
18. whose brother (Mary)
19. whose car (she)
20. whose watch (I)

Pattern 19f

Previous Pattern: I want a shirt
New Pattern: I want one.

I want this one.
I want that one.

I want a small one.
I want a big one.
I want the red one.

I want these.
I want those.
I want some.
I want a few.
I want several.
I want five.

I want these red ones.
I want some good ones.
I want a few nice ones.
I want several nice ones.
I want five green ones.

COMMENTS

"One" (plural "ones") is a substitution word in this structure. "One" and "ones" are used to avoid repetition of the noun, e.g., "Do you want the red books or the green ones?" is the same as "Do you want the red books or the green books?"

1) Use "one" after "this, that, a small, the red, etc."

2) Use "ones" after "these red, those sma-ll, five,nice, etc."

3) Do not use "ones" immediately after "these, those, some, a few, etc."

ORAL DRILL 19.10

1.	this	I WANT THIS ONE.
2.	that	I WANT THAT ONE.
3.	five	I WANT FIVE.
4.	a new	I WANT A NEW ONE.
5.	some new	I WANT SOME NEW ONES.
6.	yours	I WANT YOURS.

7. your new
8. these
9. these new
10. those
11. those black
12. some black
13. that red
14. this old
15. ten
16. ten red
17. several
18. a few
19. a very good
20. three
21. three good
22. this green
23. five new
24. a new
25. some good
26. a few other
27. some other
28. a big
29. this big
30. this
31. these
32. those new

ORAL DRILL 19.11

1. Where can I find some matches? THERE ARE SOME IN THE OTHER ROOM.
2. Where can I find a pencil? THERE'S ONE IN THE OTHER ROOM.
3. Where can I get some new books? THERE ARE SOME NEW ONES IN THE OTHER ROOM.

4. Where can I get some nice mangos?
5. Where can I get a ruler?
6. Where can I find some notebooks?
7. Where can I get a history book?
8. Where can I get some chalk?
9. Where can I get a red pencil?
10. Where can I find a telephone?
11. Where can I buy some meat?
12. Where can I find a new chair?
13. Where can I find some desks?
14. Where can I find a Vietnamese typewriter?
15. Where can I find a policeman?
16. Where can I find some cold water
17. Where can I find a coffee cup?
18. Where can I find some tea cups?
19. Where can I find a tie?

GRAMMAR LESSON TWENTY
(REVIEW LESSON)

1) (To review the ways of showing past and present time.)

1. every day	PAUL GOES TO SCHOOL EVERY DAY.
2. this morning	PAUL WENT TO SCHOOL THIS MORNING.
3. I	I WENT TO SCHOOL THIS MORNING.

4. last night
5. work
6. tomorrow
7. every day
8. yesterday
9. next year
10. he
11. every day
12. they
13. now
14. he
15. every week
16. last week
17. they
18. next week
19. yesterday
20. every day
21. she
22. tomorrow
23. I
24. last month
25. study
26. every day
27. yesterday

2) (To review question forms in past and present time.)

1. You work every day.	DO YOU WORK EVERY DAY?
2. tomorrow	ARE YOU GOING TO WORK TOMORROW?
3. swim	ARE YOU GOING TO SWIM TOMORROW?
4. yesterday	DID YOU SWIM YESTERDAY?

5. he
6. every day
7. John
8. John and Mary
9. they
10. rest
11. yesterday
12. tomorrow
13. Paul
14. we
15. you
16. play tennis
17. yesterday
18. every Monday
19. go to work
20. Ann
21. John and Peter
22. yesterday
23. tomorrow
24. cook dinner
25. every night
26. yesterday

3) (To review forms of "to be" and other verbs in question forms, past, present and future.)

1. happy	IS HE HAPPY?
2. yesterday	WAS HE HAPPY YESTERDAY?
3. work	DID HE WORK YESTERDAY?
4. every day	DOES HE WORK EVERY DAY?
5. sad	IS HE SAD EVERY DAY?

3) (To review forms of "to be" and other verbs in question forms, past, present and future.) (Cont'd.)

5. she
6. they
7. swim
8. John
9. yesterday
10. angry
11. they
12. you
13. study
14. every day
15. tomorrow
16. rest
17. busy
18. careful
19. quiet
20. he
21. now
22. reading
23. they
24. John and Mary
25. yesterday
26. every day
27. he
28. tomorrow

4) (To review negative forms of "to be" and other verbs.)

1. tired HE WASN'T TIRED.
2. wait HE DIDN'T WAIT.
3. now HE ISN'T WAITING NOW.
4. tomorrow HE ISN'T GOING TO WAIT TOMORROW.

5. they
6. work
7. yesterday
8. every day
9. John
10. yesterday
11. we
12. study
13. every day
14. Mary
15. you
16. now
17. every day
18. yesterday
19. tomorrow
20. I
21. she
22. we
23. now
24. he
25. rest
26. yesterday
27. every day
28. tomorrow

5) (To review positive and negative short responses to questions in past, present and future time.)

1. Did you go to Vũng-Tàu yesterday? (no) NO, I DIDN'T.
2. Is John learning Vietnamese? (yes) YES, HE IS.
3. Is Mary tired today? (no) NO, SHE ISN'T.
4. Does Phi speak English? (yes) YES, HE DOES.

5. Do you like tea? (yes)
6. Are we studying French? (no)
7. Did you rest yesterday? (no)
8. Does Ngoc study in Dalat? (yes)
9. Does Paul work in Saigon? (no)
10. Is John going to work tomorrow? (yes)
11. Were the children noisy this morning? (yes)
12. Am I a teacher? (yes)
13. Did he understand you? (yes)
14. Were they hungry? (yes)
15. Is it raining? (no)
16. Do you speak French? (no)
17. Was John busy yesterday? (no)
18. Is Mary going to be angry? (no)
19. Did they come home early? (yes)
20. Does Mary speak French? (no)
21. Were they sleeping? (no)
22. Were John and Mary tired? (yes)
23. Are we studying grammar now? (yes)
24. Do we study English at the University? (yes)
25. Did you hear that noise? (no)
26. Are you going to work tomorrow? (yes)

6) (To review all types of question signals. Make no response to the statements.) Individual response will probably get the best results in this drill.

1. Are you from Saigon?
2. What's your name?
3. Do you study English at the University?
4. Saigon is in Vietnam.
5. When did Paul arrive?
6. Do you like tea?
7. Does she like coffee?
8. What is a school bus?
9. Did they understand the question?
10. Does he speak French?
11. They speak English.
12. Is Hué in Cambodia?
13. Did Emperor Tư Dúc live in India?
14. Do you play tennis?
15. Can you swim?
16. They go to school every day.
17. Are they working now?
18. We are studying grammar now.
19. Is Saigon in Thailand?
20. Must we practice grammar?
21. Does John live in Nha-Trang?
22. We should practice English.
23. Are we going to stop now?
24. Can you speak Chinese?
25. You can speak French.

7) (To review "a few, many, a little, much, a lot of.")

1. John has three pens.	JOHN HAS A FEW PENS.
2. Mary usually drinks a large amount of coffee.	MARY USUALLY DRINKS A LOT OF COFFEE.
3. I want a small amount of sugar.	I WANT A LITTLE SUGAR.

4. He has two friends.
5. Does John have a large number of books?
6. Paul eats a large amount of bread every day.
7. Peter doesn't drink a large amount of tea.
8. Children need a large amount of food.
9. They don't have a large number of pencils.
10. The students have a large number of books.
11. John doesn't like a large amount of sugar in his coffee.
12. Mary has a large amount of ink.
13. Mary has a large number of bottles of ink.
14. People don't drink a large amount of milk in Vietnam?
15. People eat a large amount of rice in Vietnam.
16. The students did a large amount of work.
17. A small number of students have a large amount of money.
18. Mary didn't write a large number of letters.
19. He likes a large amount of milk in his tea.
20. Do you have a small number of pens?
21. We don't have a large amount of work today.
22. We don't have a large number of classes today.
23. The students ate a small number of mangos.

8) (To review position of verb objects with "to" and "for.")

1. John. I gave the book.	I GAVE HIM THE BOOK.
2. Mary. I explained the word.	I EXPLAINED THE WORD TO HER.
3. John and Mary. I told the way to the station.	I TOLD THEM THE WAY TO THE STATION.
4. Peter. The bank cashed a check.	THE BANK CASHED A CHECK FOR HIM.
5. The policeman. John asked the time.	JOHN ASKED HIM THE TIME.

6. John. Mr. Smith's going to give a book.
7. Me. Mary's going to make a cake.
8. Mary. John opened the door.
9. My friends. I always say "hello."
10. The teacher. I did my homework.
11. The students. I explained the lesson.
12. John. I described my home.
13. The doctor. I'm going to speak.
14. Paul. Ann answered the question.
15. The children. The teacher pronounced the word.
16. Mary. Mrs. Smith got a dress.
17. John and I. Paul wrote a letter.
18. The sick man. John's doing his work.
19. Ann. I sold my car.
20. The children. I asked a question.
21. My friends. I'm going to write a letter.
22. Me. My friends are going to write a letter.

9) (To review questions and answers to verbs such as "can, must, might, will, etc." and verbs which take "do, does, did" in the question pattern.)

1. John can speak Vietnamese. (yes)	CAN JOHN SPEAK VIETNAMESE? YES, HE CAN.
2. Mary learns French. (no)	DOES MARY LEARN FRENCH? NO, SHE DOESN'T.
3. The students might arrive late. (yes)	MIGHT THE STUDENTS ARRIVE LATE? YES, THEY MIGHT.
4. The teacher must teach grammar. (yes)	MUST THE TEACHER TEACH GRAMMAR? YES, HE (SHE) MUST.

9) (To review questions and answers to verbs such as "can, must, might, will, etc." and verbs which take "do, does, did" in the question pattern.) (Cont'd.)

5. You must come to school every day. (yes)
6. Vietnamese students must learn Vietnamese. (yes)
7. Mary opened the window. (yes)
8. John closed the door. (no)
9. You speak English. (yes)
10. John might study tonight. (yes)
11. Mary may play tennis. (no)
12. You can speak Chinese. (no)
13. He can learn to read Chinese. (yes)
14. John can drive a car. (no)
15. We may smoke in class. (no)
16. We should help old people. (yes)
17. John will come early. (no)
18. They might go to Gia-Dinh. (yes)
19. They went to Gia-Dinh. (no)
20. We can learn English. (yes)
21. They must speak Vietnamese. (no)
22. John goes to school every day. (no)
23. Mary will be late. (no)
24. We must practice a lot. (yes)

10) (To review the use of "and" with "too" and "either." To review the use of "but.")

1. John is early. We are early. JOHN IS EARLY AND WE ARE TOO.
2. John isn't hungry. Mary isn't hungry. JOHN ISN'T HUNGRY AND MARY ISN'T EITHER.
3. Mary knows the answer. I don't know the answer. MARY KNOWS THE ANSWER BUT I DON'T.
4. John isn't here. Mary isn't here.
5. I can't understand him. John can understand him.
6. They weren't happy. Mary wasn't happy.
7. He often sees John. I seldom see John.
8. John is early. We aren't early.
9. They don't know the answer. I know the answer.
10. He can't usually sleep. I can't usually sleep.

10) (To review the use of "and" with "too" and "either." To review the use of "but.") (Cont'd.)

11. John and Mary can come. Their friends can't come.
12. I didn't understand you. Mary understood you.
13. Bangkok is a big city. Saigon is a big city.
14. I often go to the movies. John often goes to the movies.
15. John is studying Vietnamese. Mary isn't studying Vietnamese.
16. My friend arrived late. I didn't arrive late.
17. Ann isn't hungry. I'm not hungry.
18. The students are tired. The teacher is tired.
19. Mary won't be there. I will be there.
20. John lives in Michigan. Mary lives in Michigan.
21. We study in Dalat. They study in Dalat.

11) (To review the use of adverbs.)

1. well JOHN PLAYS TENNIS WELL.
2. quick JOHN PLAYS TENNIS QUICKLY.
3. Mary MARY PLAYS TENNIS QUICKLY.

4. slow
5. speaks Vietnamese
6. fast
7. work
8. they
9. hard
10. he
11. well
12. a lot
13. likes Vietnam
14. very much
15. she
16. they
17. a lot
18. study
19. quiet
20. slow
21. hard
22. quick
23. fast
24. speak
25. run
26. walk
27. slow
28. speak
29. a lot
30. work
31. hard
32. quick
33. slow
34. fast

12) (To review word-order in questions with "who, which, what, where, when."

1. John ate some curry in a restaurant.

who? WHO ATE SOME CURRY?
what? WHAT DID JOHN EAT?
where? WHERE DID JOHN EAT SOME CURRY.

2. John sold me a book.

what?
who?
who(m)?

5. John works in a bank.

who?
where?

12) (To review word-order in questions with "who, which, what, where, when.") (Cont'd.)

3. Ann saw Mary.

who?
who(m)?

4. John sold his car to me.

who?
what?
who(m)?

6. Ten of these students went to America last year.

how many?
who?
where?
when?

7. Paul visited his friend last night.

who?
who(m)?
when?

8. Peter opened the door for Mary yesterday.

who?
what?
who(m)?
when?

13) (To review "two-word verbs." To review which verbs can be "split" and which can not.)

1. The noise woke up the men. IT WOKE THEM UP.
2. John jumped over the wall. HE JUMPED OVER IT.
3. John brought over his new radio. HE BROUGHT IT OVER.
4. Mary thinks about her mother a lot. SHE THINKS ABOUT HER A LOT.
5. Ann waited for Paul in the library.
6. John put on his hat.
7. Mary looked up his telephone number.
8. John and I called up Peter and Paul.
9. John and Mary looked over the new school.
10. Mary took off her coat.
11. Mary looks for her books every day.
12. The new teacher gets along with the students.
13. Ann put off her trip to Nha-trang.
14. Is Ann going to call on John and Mary?
15. Did John take down his telephone number?

14) (To review the use of "by" with nouns and verbs.)

1. answer . . . . letter HE ANSWERED BY LETTER.
2. answer . . . . smile HE ANSWERED BY SMILING.
3. come . . . . train HE CAME BY TRAIN.
4. go . . . . . boat HE WENT BY BOAT

5. learn English . . . . . study hard
6. learn new words . . . . repeat them
7. go to school . . . . . bus
8. find your address . . . look in the telephone book
9. learn a lot . . . . . . listen carefully
10. find the hotel. . . . . ask a policeman
11. go to Hong Kong . . . . plane
12. s-peak to me . . . . telephone
13. get a degree . . . . study well
14. come to work . . . . walk
15. go home . . . . car

15) (To review the vert patterns in statements with "but.")

1. wants HE DIDN'T GO BUT HE WANTS TO.
2. wanted HE DIDN'T GO BUT HE WANTED TO.
3. can HE DIDN'T GO BUT HE CAN.

4. plans
5. intends
6. hopes
7. might
8. expects
9. expected
10. is expecting
11. should
12. will
13. intending
14. hoped
15. would like
16. will try
17. needs
18. has
20. is hoping
21. must
22. might decide
23. is going to try
24. wanted
25. can
26. wants

16) (To review the use of "it, there is, there are" in subject ppsition.)

1. hot today IT'S HOT TODAY.
2. cold yesterday IT WAS COLD YESTERDAY.
3. book on the table THERE'S A BOOK ON THE TABLE.
4. men in the house THERE ARE SOME MEN IN THE HOUSE.

16) (To review the use of "it, there is, there are" in subject position.) (Cont'd.)

5. easy for you to speak English
6. rain yesterday
7. seven o'clock
8. a pen in the box
9. ten students in that class
10. a lot of noise
11. important to study grammar
12. easy for us to study English last year
13. always rains in the wet season
14. never snows in Vietnam
15. some bread over there
16. two pens near that book
17. difficult to learn a new language
18. necessary to practice a lot
19. two million people in Saigon
20. Monday yesterday

17) (To review the use of possessive pronouns in answer to question with "whose?")

1. whose book (John) WHOSE BOOK IS THAT? IT'S JOHN'S.
2. whose books (we) WHOSE BOOKS ARE THOSE? THEY'RE OURS.
3. whose book (we) WHOSE BOOK IS THAT? IT'S OURS.

4. whose pencil (Mary)
5. whose friend (I)
6. whose friends (I)
7. whose coat (he)
8. whose hat (she)
9. whose shoes (your)
10. whose books (John and Mary)
11. whose glasses (I)
12. whose shirts (they)
13. whose tea (she)
14. whose knives (we)
15. whose car (he)
16. whose brother (Mary)
17. whose garden (we)
18. whose children (Mr. Smith)
19. whose mango (I)
20. whose rulers (they)
21. whose house (they)

GRAMMAR LESSON THIRTY-ONE

Pattern 21a

Previous Pattern: John is old.
New Pattern: John is like his father.

A	My pen	is	like	yours.
	John	looks	like	Paul.
	He	swims	like	a fish .

B	Nine times three is	the same as	three times nine.
	My pronunciation is	the same as	yours.
	Mary's age is	the same as	John's.

C	John's address is	different from	mine.
	A bathroom is	different from	a bedroom.
	Ann speaks	differently from	Mary.

COMMENTS

The three patterns above are used to compare persons or things.

1) Use Pattern A to compare things or persons which are similar to one another but not the same.

2) Use Pattern B to compare things or persons which are the same. It is important to use "the" with this Pattern before "same," and "as" after "same."

3) Use Pattern C to compare things or persons which are not the same or not similar. Use "from" after "different." Note that if this Pattern is used with a verb (except "to be"), "different" becomes "differently" i.e., it becomes an adverb (Ann speaks differently from Mary.)
(Ann is different from Mary.)

ORAL DRILL 21.1

1. Mary's book is small and red. John's book is small and red. There is no difference.

MARY'S BOOK IS THE SAME AS JOHN'S.

2. Ann's house is small and clean. Betty's house is big and dirty.

ANN'S HOUSE IS DIFFERENT FROM BETTY'S.

3. John's book and Mary's book are similar. All parts of the books are similar.

JOHN'S BOOK IS LIKE MARY'S.

4. Mary's dress is clean and new. Ann's dress is clean and new. There is no difference.

MARY'S DRESS IS THE SAME AS ANN'S.

ORAL DRILL 21.1 (Cont'd.)

5. John is clever and his father is too.
6. Mary's shoes are brown. Ann's shoes are black.
7. Two and two is four. Three and one is four.
8. This car is small and old, but that one is big and new.
9. Phi's home town is Huế. Kiệt's home town is Huế.
10. Peter studies very hard. Paul never studies.
11. Mary is always happy and her mother is too.
12. My pen is blue. His pen is green.
13. Paul is tall and his father is too.
14. John's eyes are blue. Mary's eyes are gray.
15. This boy is short and fat. That boy is tall and thin.
16. Saigon is on a river; it is a very big city. Bangkok is on a river; it is a very big city too.
17. These books are thick and green. Those books are thick and green. There is no difference.

	Pattern 21b		COMMENTS
A	My coat is the same color as yours. It is the same size as yours. John isn't the same age as Paul.	←	Use this pattern with nouns (color, size, age, length, etc.) Always use "the" with this pattern, "the . . . . as".
B	My coat is as brown as yours. It is as big as yours. John isn't as old as Paul.	←	Use this pattern with adjectives (brown, big, old, long, new, etc.) Always use "as . . . as" with this pattern.
C	Mary speaks as clearly as Ann. John walks as quickly as Paul. Peter works as hard as he can.	←	Use this pattern with adverbs (clearly, quickly, hard, etc.) Always use "as . . . . as" with this pattern.
D	You have as many books as John. You have as many as John. I have as much money as you. I have as much as you.	←	Use this pattern with "much" and "many." Use "much" with mass-nouns (money, milk, water, etc.) Use "many" with plural count-nouns (books, shoes, shoes, pens, etc.)

ORAL DRILL 21.2

1. length (pencil) THIS PENCIL IS THE SAME LENGTH AS THAT ONE.
2. long (pencil) THIS PENCIL IS AS LONG AS THAT ONE.
3. thickness (book) THIS BOOK IS THE SAME THICKNESS AS THAT ONE.
4. thick (book) THIS BOOK IS AS THICK AS THAT ONE.
5. price (book) THIS BOOK IS THE SAME PRICE AS THAT ONE.
6. big (book) THIS BOOK IS AS BIG AS THAT ONE.

7. expensive (book)
8. cheap (book)
9. short (man)
10. quiet (man)
11. quietly (man...speaks)
12. slow (man)
13. slowly (man...speaks)
14. serious (man)
15. easy (lesson)
16. good (lesson)
17. late (student)
18. color (pen)
19. price (pen)
20. size (pen)
21. length (pen)
22. long (pen)
23. width (room)
24. wide (room)
25. clean (room)
26. kind (room)
27. old (man)
28. age (man)
29. tall (man)
30. rich (man)
31. big (bed)
32. size (bed)
33. hard (bed)
34. hardness (bed)
35. soft (bed)
36. softness (bed)
37. price (bed)
38. new (bed)

ORAL DRILL 21.3

1. The color of my house is white. The color of your house is white too.

MY HOUSE IS THE SAME COLOR AS YOURS.

2. Your books are interesting and mine are too.

YOUR BOOKS ARE AS INTERESTING AS MINE.

3. John writes carefully and Mary does too.

JOHN WRITES AS CAREFULLY AS MARY.

4. John has two pens. Mary has two pens too.

JOHN HAS AS MANY PENS AS MARY.

5. Mary speaks clearly and John does too.
6. John's height is six feet. Paul's height is six feet.
7. John's weight is 150 pounds. Paul's weight is 150 pounds too.
8. John's age is twenty-five. Paul's age is twenty-six.
9. Mary is twenty years old. Peter is twenty years old.
10. I have three books. You have three books too.
11. The price of the grammar books is seventy piastres. The price of the pronunciation books is seventy piastres.
12. John works hard. Paul works hard too.
13. This book is one inch thick. That book is one inch thick.

ORAL DRILL 21.3 (Cont'd.)

14. The thickness of this book is one inch. The thickness of that book is one inch.
15. Mary speaks quietly and John does too.
16. John is tall and Paul is too.
17. The color of my shirt is white. The color of Paul's shirt is white too.
18. Mary has two pounds of sugar. Ann has two pounds of sugar.
19. Peter has three books. Paul has three books.
20. Mary studies seriously and John does too.

Pattern 21c

Previous Pattern:	John	is	as	old	as	Mary.
New Pattern:	John	is	more	intelligent	than	Mary.

A	A big house is more expensive than a small one. John is more intelligent than Mary.
B	You speak more carefully than Mary. You drive more carefully than Mary.
C	You have more money than John. I have more money than you.

COMMENTS

Use this pattern to express the idea of "more than."
It is very important to put the word which is being used to make a comparison in between "more ... than."

1) Use pattern A with long adjectives (expensive, intelligent, interesting, etc.)
2) Use pattern B with long adverbs (carefully, intelligently, etc.)
3) Use pattern C with all nouns (bread, money, friends, houses, experience, etc.)

ORAL DRILL 21.4

John's house is more expensive than Paul's.

1. John's house cost 40,000 piastres. Paul's house costs 35,000 piastres.
   JOHN'S HOUSE IS MORE EXPENSIVE THAN PAUL'S.
   (or, JOHN'S HOUSE COSTS MORE THAN PAUL'S.)
2. Mary speaks clearly. Ann speaks very clearly.
   ANN SPEAKS MORE CLEARLY THAN MARY.
3. I have twenty piastres. You have ten piastres.
   I HAVE MORE MONEY THAN YOU.

ORAL DRILL 21.4 (Cont'd.)

4. Peter is intelligent. Paul is very intelligent.
5. John is very careful. Mary is careful enough.
6. Mary drives carefully. John drives very carefully.
7, This book costs twenty piastres. That one costs 80 piastres.
8. I have a lot of rice. You have a little rice.
9. Mary has seven dresses. Ann has ten dresses.
10. Paul speaks loudly. Peter speaks very loudly.
11. That new book is interesting. This old one is very interesting.
12. John's pen is expensive. Mary's pen is very expensive.

Pattern 21d

Previous Pattern: John is more intelligent than Paul.
New Pattern: John is older than Paul.

A

Mary is older than John.
Paul is taller than Bill.
You are quicker than they.
That house is older than this house.

B

Paul works quicker than John.
John works harder than Paul.
Mary walks slower than Ann.
Henry looks smarter than Don.

COMMENTS

This pattern also has the same meaning as "......hơn." Add "-er" to the main part of the word.

1) Always use this pattern with words of one syllable (old, tall, new, big, small, etc.).

2) Adverbs of one syllable add "-er" to the main part of the word. The "-ly" ending disappears (quicker, harder, slower, smarter, etc.).

3) Some words of two syllables, especially those ending in "-y" (happy, friendly, busy, angry, lazy) can take either this pattern (21d) or the previous pattern (21c).

N.B. Use "better" instead of "good" and "well" in this pattern.
Use "worse" instead of "bad" and "badly" in this pattern.

ORAL DRILL 21.5

1. old MARY IS OLDER THAN JOHN.
2. young MARY IS YOUNGER THAN JOHN.
3. good MARY IS BETTER THAN JOHN.
4. works MARY WORKS BETTER THAN JOHN.

5. quick
6. slow
7. reads
8. learns
9. good
10. is
11. old
12. smart
13. rich
14. strong
15. bad
16. swims
17. plays tennis
18. speaks Vietnamese
19. studies
20. good
21. drives
22. works
23. studies
24. writes
25. sings
26. loud
27. clear
28. good
29. works
30. hard
31. quick
32. slow
33. fast
34. is
35. slow
36. old
37. smart

ORAL DRILL 21.6

1. slow JOHN IS SLOWER THAN PAUL.
2. slowly JOHN WORKS MORE SLOWLY THAN PAUL.
(or, JOHN WORKS SLOWER THAN PAUL.)
3. interesting JOHN IS MORE INTERESTING THAN PAUL.

4. old
5. short
6. good
7. happy
8. careful
carefully
10. fast
11. successful
12. important
13. busy
14. tall
15. frequently
16. rapidly
17. small
18. short
19. carelessly

ORAL DRILL 21.7

1. John is 180 cm. tall and Paul is too.
JOHN IS AS TALL AS PAUL.

2*****

3. Jane's sister is interesting. Jane is very interesting.
JANE IS MORE INTERESTING THAN HER SISTER.

4. Mary is interesting and Jane is too.
MARY IS AS INTERESTING AS JANE.

5. This book is 80 piastres. The other book is 120 piastres.
THIS BOOK IS CHEAPER THAN THE OTHER ONE.

6. Mr. Black is nice. Mr. Smith is very nice.
7. Mary is happy. Ann is very happy.
8. This lesson is easy. The other one is very easy.
9. The post office is near. The bookstore is very near.

2***** John is 180 cm. tall. Mary is 160 cm. tall.
JOHN IS TALLER THAN MARY.

ORAL DRILL 21.7 (Cont'd.)

10. Mary talks fast. John talks very fast.
11. Mary speaks rapidly. John speaks very rapidly.
12. This book is expensive. The other one is very expensive.
13. They entered quietly. We entered very quietly.
14. Mr. Smith walks slowly. Mary walks very slowly.
15. Mary is 160 cm. tall and Ann is too.
16. Mary is twenty-two years old and Jane is too.
17. John is happy and Paul is too.
18. John is happy. Mary is very happy.
19. The second lesson was easy. The first one was very easy.
20. The other exercise is difficult. This one is very difficult.
21. The other exercise is difficult and this one is too.
22. A small town is interesting. A large town is very interesting.

Pattern 21e

Previous Pattern:	John is more intelligent than Mary and Ann.
New Pattern:	He is the most intelligent.
Previous Pattern:	John is older than Mary and Ann.
New Pattern:	He is the oldest.

A

This one is	the	most	expensive.
That house is	the	most	beautiful.
The big cars go	the	most	rapidly.
New books cost	the	most	money.

B

This one	is	the	biggest.
That one	is	the	smallest.
That book	is	the	newest.

C

These are the best.
Those are the worst.

COMMENTS

This pattern conveys the notion of " nhất."

1) Put "the most" before words like "beautiful, expensive, rapidly, etc.)
2) Use Pattern A with long words.
3) Use Pattern B with short words.
4) Always use "the" with this pattern.
5) "Best" and "worst" (C) are the words to use in place of "good" and "bad" in this pattern.

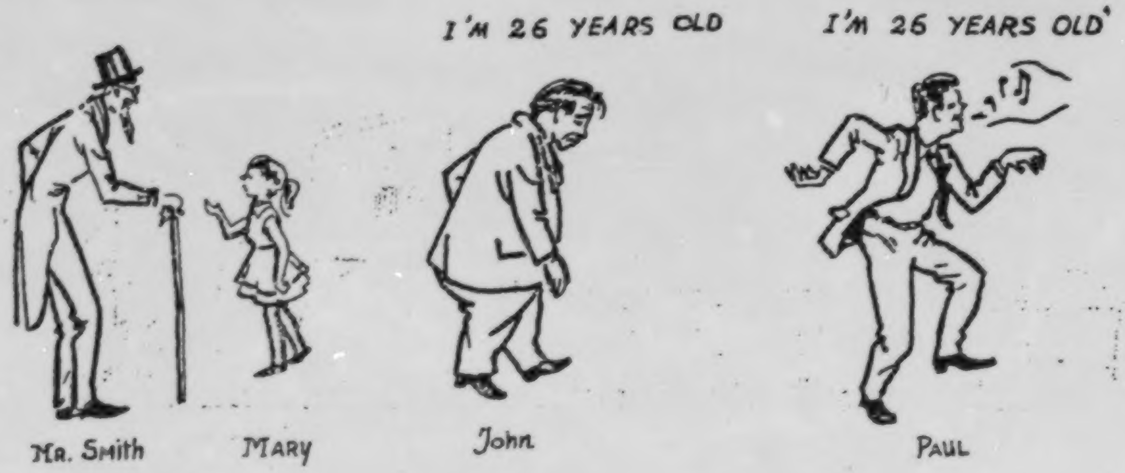
ORAL DRILL 21.8

1. easy... lesson	THIS IS THE EASIEST LESSON.
2. difficult ... lesson	THIS IS THE MOST DIFFICULT LESSON.
3. long ... lesson	THIS IS THE LONGEST LESSON.
4. quickly ... John spoke	JOHN SPOKE THE MOST QUICKLY or, JOHN SPOKE THE QUICKEST.

ORAL DRILL 21.8 (Cont'd.)

5. long .... lesson
6. big .... house
7. tall .... tree
8. beautiful.. garden
9. important.. person
10. careful ... student
11. carefully.. he studies
12. comfortable... chair
13. busy .... person
14. rapidly ...... an airplane goes
15. easy ....lesson
16. easily ....John learns Vietnamese
17. quietly ....Mary studies
18. expensive ......book
19. intelligent ....student
20. interesting ....movie
21. clearly ....Ann speaks
22. near ....John's house
23. fast ....my car
24. hard ....he works

ORAL DRILL 21.9



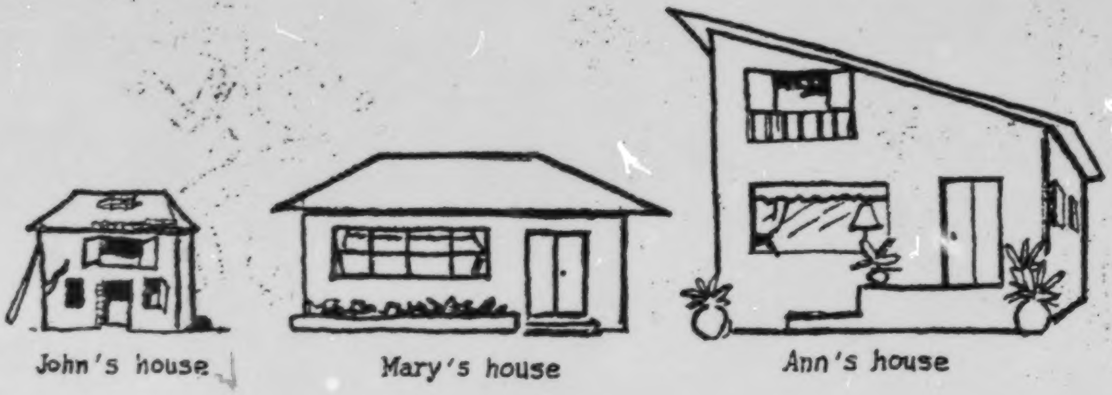
Look at this picture and make up sentences of the type shown in the example below.

1. Tell about John and Paul. Use the word "happy."
   PAUL IS HAPPIER THAN JOHN.
2. Tell about John and Paul. Use the word "old."
   JOHN IS AS OLD AS PAUL.
3. Tell about Mr. Smith and Mary. Use the word "old."
   MR. SMITH IS OLDER THAN MARY.
4. Tell about John and Paul. Use the words "running ... fast."
   PAUL IS RUNNING FASTER THAN JOHN.

ORAL DRILL 21.9 (Cont'd.)

5. Tell about Mary and Mr. Smith. Use the word "tall."
6. Tell about John and Paul. Use the word "fat."
7. Tell about Mary and John. Use the word "short."
8. Tell about Mr. Smith and John. Use the word "thin."
9. Tell about Mr. Smith and John. Use the word "thin."
10. Tell about John and Paul. Use the words "speaking .. loud."
11. Tell about John and Paul. Use the word "old".
12. Tell about John and Paul. Use the word "thin."
13. Tell about Mary and John. Use the word "fat."
14. Tell about Mr. Smith and John. Use the word "young."
15. Tell about John and Paul. Use the word "happy."
16. Tell about Mr. Smith and Paul. Use the word "old."

ORAL DRILL 21.10



Look at this picture of three houses and make up sentences of the type shown below.

1. Tell about John's house and Mary's house. Use the word "old."
JOHN'S HOUSE IS OLDER THAN MARY'S.
2. Tell about John's house and the other two houses. Use the word "old."
JOHN'S HOUSE IS THE OLDEST.
3. Tell about Ann's house and the other two houses. Use the word "expensive."
ANN'S HOUSE IS THE MOST EXPENSIVE.
4. Tell about John's house and the other two houses. Use the word "small."
JOHN'S HOUSE IS THE SMALLEST.

ORAL DRILL 21.10 (Cont'd.)

5. Tell about Ann's house and the other two houses. Use the word "new."
6. Tell about Ann's house and the other two houses. Use the word "expensive."
7. Tell about John's house and Mary's house. Use the word "dirty."
8. Tell about Ann's house and John's house. Use the word "big."
9. Tell about Ann's house and the other two houses. Use the word "big."
10. Tell about Ann's house and John's house. Use the word "new."
11. Tell about Ann's house and the two other houses. Use the word "new."
12. Tell about Ann's house and the two other houses. Use the word "modern."
13. Tell about John's house and Mary's house. Use the word "small."
14. Tell about Mary's house and Ann's house. Use the word "simple."
15. Tell about John's house and Mary's house. Use the word "untidy."
16. Tell about Mary's house and Ann's house. Use the word "ordinary."
17. Tell about Ann's house and the other two houses. Use the word "well-kept."
18. Tell about Ann's house and Mary's house. Use the word "tall."
19. Tell about Ann's house and the other two houses. Use the word "tall."
20. Tell about Mary's house and John's house. Use the word "clean."
21. Tell about Ann's house and the other two houses. Use the word "beautiful."

GRAMMAR LESSON TWENTY-TWO

Previous Pattern:	I know the boy.
New Pattern:	I know the boy that we helped. I know the boy that helped us.

A	B
I know the boy that we spoke to.	I know the boy that spoke to us.
I can see the man that we like.	I can see the man that likes us.
John likes the people that he teaches.	John likes the people that teach him.
Mary is talking to the man she works for.	Mary is talking to the man that works for her.

COMMENTS

Vietnamese and English structures are parallel in these two patterns. There are some problems, however, which are listed below:

1) Remember to make the verb agree with the person with which it is associated, e.g., "John likes the people that he teaches" and "John likes the people that teach him."

2) When a pronoun comes in the object position, it must take the object form, e.g., "I can see the man that we like." and "I can see the man that likes us."

3) It is possible to use other words beside "that" in joining these kinds of sentences:

Use "that" for both persons and things.
Use "which" for things only.
Use "who" for persons only.

4) "Whose" must be used when ownership or connection with a person is expressed in this pattern, e.g.,

"I know the boy whose pen was lost."
"I like the boy whose father is a teacher."

N.B. The use of "whom" will be seen later.

ORAL DRILL 22.1

B 1. The boy spoke to me. Do you know the boy?
NO, I DON'T KNOW THE BOY THAT SPOKE TO YOU.

A 2. The boy spoke to me. Do you know the boy?
NO, I DON'T KNOW THE BOY YOU SPOKE TO.

B 3. The book describes Nha-trang. Did you read it?
NO, I DIDN'T READ THE BOOK THAT DESCRIBES NHA-TRANG.

A 4. Mr. Smith talked about a book. Did you read it.
NO, I DIDN'T READ THE BOOK THAT MR. SMITH TALKED ABOUT.

ORAL DRILL 22.1 (Cont'd.)

5. John bought a car. Did you see the car? A
6. A car stopped at your house. Did you see the car? B
7. The temple is 300 years old. Is this the temple? B
8. John likes the temple. Is this the temple? A
9. The man spoke to you. Is Mr. Smith the man? B
10. You spoke to a man. Is Mr. Smith the man? A
11. I told you about the book. Did you read the book? A
12. This book tells about the history of Vietnam. Did you read the book? B
13. Mr. Campbell. Did she talk to him? A
14. Mr. Campbell. Did he talk to her? B
15. The girl speaks Vietnamese. Did you meet the girl? B
16. The boy lives in this house. Do you know the boy? B
17. The boy's father lives in this house. Do you know the boy? A
18. The boy lives in this house. Do you know the boy? B
19. The girl's father is a doctor. Do you know the girl? A
20. The boy's father is living in Huế. Did you talk to the boy? A

ORAL DRILL 22.2

1. The girl spoke to me. Where is she from?
   THE GIRL THAT SPOKE TO YOU IS FROM PHÚ-QUỐC.
2. The man has the books. Who is he? (Mr. Smith)
   THE MAN WHO HAS THE BOOKS IS MR. SMITH.
3. The books need new covers. How much do the books cost? (40 piastres)
   THE BOOKS THAT NEED NEW COVERS COST 40 PIASTRES.
4. The teachers teach your class. Where are they? (upstairs)
5. The student can speak five languages. Who met him? (John)
6. I need a book. How much does it cost? (40 piastres)
7. A house big enough for five people. Who found it? (Mary)
8. A knife sharp enough to cut this string? Who has it? (Ann)
9. The teacher teaches your class. Where is he? (In the next room)
10. The book with the green cover. Where is it? (On the table)

Pattern 22b

A	We studied	for	two hours.
	We studied	for	three months.
B	We studied	during	the evening.
	We studied	during	the lesson.
C	We studied	when	the lesson began.
	We studied	when	we were at the Faculty of Pedagogy.
D	We studied	while	it was raining.
	We studied	while	they were playing.

COMMENTS

1) Always use "for" with expressions like "two hours, six weeks, a day, etc." (A)
2) Always use "during" with expressions like "the evening, the lesson, the party, the rainy season, etc." (B)
3) Use "when" and "while" with expressions like "the lesson began, we were at the Faculty of Pedagogy, it was raining, they were playing, etc." (C and D)

E	How long did you study?	(For) one hour. " ten minutes. " several days.
F	When did you study?	During dinner. During the cool season. During the concert. During the afternoon.
G	I was studying when the telephone rang. The telephone rang when I was studying.	
H	While I was studying the telephone rang. The telephone rang while I was studying.	

4) You may use "for" in answer to questions with "How long?" (E)
5) You may not omit "during" in answer to questions with "When?" in this pattern. (F)
6) "When," in example G, indicates the occurrence of the action that follows.
7) "While" can only be used when the action which follows it lasts for some time. The form "was/were/ plus -ing" indicates that an action lasted for some time in the past.

ORAL DRILL 22.3

1.	two hours	I WORKED HARD FOR TWO HOURS.
2.	the summer	I WORKED HARD DURING THE SUMMER.
3.	several days	I WORKED HARD FOR SEVERAL DAYS.
4.	the lesson	I WORKED HARD DURING THE LESSON.

5. the night
6. three weeks
7. many years
8. the morning
9. a few minutes
10. the war
11. six years
12. the day
13. my vacation
14. two days
15. several hours
16. the school year

ORAL DRILL

1.	When do you usually study? (the evening)	I USUALLY STUDY DURING THE EVENING.
2.	How long did you study? (one hour)	I STUDIED FOR ONE HOUR.
3.	When did John rest? (afternoon)	JOHN RESTED DURING THE AFTERNOON.
4.	When did Mary see John? (the morning)	
5.	How long did you work? (two hours)	
6.	When did you do your homework? (lunch)	
7.	How long can you work today? (four hours)	
8.	How long are you going to study tonight? (two hours)	

ORAL DRILL 22.4 (Cont'd.)

9. When did you go to Dalat? (cool)
10. How long did it rain last night? (twenty minutes)
11. How long did you practice? (ten minutes)

ORAL DRILL 22.5.

(The teacher should give the stimulus. The pupils should make up an appropriate answer. Individual response will probably get best results)

1. He came during	HE CAME DURING LUNCH.
2. He came when	HE CAME WHEN I CALLED HIM.
3. He came while	HE CAME WHILE I WAS EATING.

4. He spoke for . . . . .
5. He studied for . . . .
6. He studied during. . .
7. He studied while . . .
8. He entered while . . .
9. He began to study when . . . .
10. He worked for . . . . .
11. He waited for . . . . .
12. He worked during. . . .
13. He was working while. .
14. I saw him when . . . .
15. I talked to him for . .

Pattern 22c

Positive and Negative Statements

A	I know who sees Mary. I know who was here. He doesn't remember where he bought it. I didn't ask him how many students go to the University.
B	I know who Mary sees. I remember whom I talked to. I believed what he told me. I don't know when the train leaves. He didn't tell me how much money you need.

COMMENTS

1) Pattern A is very close to Vietnamese structure.

2) Pattern B is not the same as Vietnamese. Do not put words like "who, what, when, how, much, etc." at the end of sentences in this pattern.

ORAL DRILL 22.6

1. I know the man. He sees Mary (who)	I KNOW THE MAN WHO SEES MARY.
2. I know the man. Mary sees him.(who)	I KNOW THE MAN WHO(M) MARY SEES.
3. John was here. I know he was here.(who)	I KNOW WHO WAS HERE.
4. He told me he was sick. I didn't believe he was sick. (what)	I DIDN'T BELIEVE WHAT HE TOLD ME.
5. He told me you need 80 piastres. (how much)	HE TOLD ME HOW MUCH MONEY YOU NEED.

ORAL DRILL 22.6 (Cont'd.)

6. I remembered I talked to John. (who)
7. I explained John's mother was sick. (whose)
8. I didn't ask him the number of students at the University. (how many)
9. I won't forget that you want the book with the red cover. (which)
10. He can tell me that 1100 students go to the University. (how many)
11. John is looking at Mary. I know him. (who)
12. Mary is looking at John. I know him. (who)
13. The train will leave **at** 5 o'clock. I don't know the time it will leave. (when)
14. The time is ten o'clock. I don't know the time is ten o'clock. (what)
15. He told me Cà-Mâu was in the south of Vietnam. (where)

ORAL DRILL 22.7

1. He sent some books to you. I know how many.
   I KNOW HOW MANY BOOKS HE SENT TO YOU.
2. He went to Long-Xuyên. I asked how often.
   I ASKED HOW OFTEN HE WENT TO LONG-XUYÊN.
3. One answer is correct. I don't know which.
   I DON'T KNOW WHICH ANSWER IS CORRECT.
4. A person was here. I don't know who.
   I DON'T KNOW WHO WAS HERE.
5. He wants a book. I don't remember which.
6. Something is on the table. I don't know what.
7. A pen is on my desk. I don't know whose.
8. Some students came to the Faculty of Pedagogy. They know how many.
9. John didn't go to Bình-Dịnh. I asked him why.
10. He visited a person yesterday. I don't know who.
11. His friend has a lot of money. He told me how much.
12. He wanted to go to Huế. He told me why.
13. A lot of students study English. I don't know how many.
14. One house is the best. I don't know which.
15. He wanted a book. I don't remember which.

Pattern 22d

Question plus Included Statement equals Question

1	2
Do you know	what time it is?
Can you tell	me where the station is?
Did you see	where John went?
Does he know	where John went?
Do you know	who he is?
Do you know	who that girl is?
Do you know	where he is from?

COMMENTS

This is not really a new pattern, but the question form of the previous pattern.

1) In this pattern the question is contained in the first part of the utterance. (1)

2) Do not repeat the question in the second part of the utterance (2) i.e., do not say "Do you know what time is it?" This is wrong.

3) Notice the different patterns in the two kinds of questions:

Simple question:	"What time is it?"
Complex question:	"Do you know what time it is?"

4) Remember that in English the question signal always comes at the beginning.

ORAL DRILL 22.8

1. I know where he is from.	DO YOU KNOW WHERE HE IS FROM?
2. He knows who he is.	DOES HE KNOW WHO HE IS?
3. They asked him where his mother was.	DID THEY ASK HIM WHERE HIS MOTHER WAS?
4. Mary asked him how his father was.	DID MARY ASK HIM HOW HIS FATHER WAS?

5. I know where he lives.
6. John knows how old Mr. Smith is.
7. Mary knows who John saw last night.
8. I know what time it is.
9. He can remember what the teacher said.
10. They asked him where he went.
11. John knows how tall this building is.
12. Mary knows how rich those people are.
13. We knew what the result of the examination was.
14. You remembered which lesson we studied.
15. They asked John where he went.
16. He knows whose book that is.
17. I know whose pen this is.
18. They ask which train he took.
19. John asked him who the teacher was.
20. They know where John is.

Pattern 22e

Are you from Saigon or Huế?	I'm from Huế.
Do you speak English or French?	I speak English.
Is it Wednesday or Thursday today?	It's Wednesday.
Did you go home or did you go to the movies?	I went to the movies.

COMMENTS

"Or" in this pattern is equivalent to the Vietnamese "hay là."

1) Listen carefully to questions with "or."

2) Do not answer "yes" or "no" to this kind of question.

ORAL DRILL 22.9

(Individual response will probably get the best results in this drill. The teacher should make up questions to fit the circumstances of the students in the class.)

1. Do we speak Vietnamese or Cambodian in Vietnam?	WE SPEAK VIETNAMESE.
2. Is it January or February this month?	IT'S FEBRUARY.
3. Are you from Nha-trang or from Dalat.	I'M FROM DALAT.

4. Is Saigon or Huế the capital of Vietnam?
5. Are you studying English or French?
6. Are you going to be a teacher or a doctor?
7. Are you going to teach in Saigon or in the country?
8. Is Tây Ninh in Vietnam or Cambodia?
9. Can you understand English or French?
10. Do people in Saigon speak Vietnamese or Thai?
11. Are you a student or a teacher?
12. Is India in Europe or in Asia?
13. Are you sick or well?
14. Is Bangk-ok the capital of Thailand or Burma?
15. Can you speak English or French?

ORAL DRILL 22.10

(To practice negative responses to questions with "or.")

1. Is Phi from Cần-thó or Mỹ-Tho?
I DON'T KNOW WHERE HE IS FROM.

2. Is he twenty-four or twenty-five years old?
I DON'T KNOW HOW OLD HE IS.

3. Did John's car stop or did Paul's car stop?
I DON'T KNOW WHOSE CAR STOPPED.

4. Did she meet John's father or Paul's father?
I DON'T KNOW WHOSE FATHER SHE MET.

5. Is this answer correct or is that answer correct?
I DON'T KNOW WHICH ANSWER IS CORRECT.

6. Was Ann here or was Betty here?
7. Is he a teacher or is he a doctor?
8. Did ten people come to the party or did twelve people come?
9. Did the doctor come or did the policeman come?
10. Was he here yesterday or was he here last week?

ORAL DRILL 22.10 (Cont'd.)

11. Is it 30 kilometers or is it 40 kilometers to Biên-Hoà?
12. Is your friend at home or is he at the movies?
13. Is that Paul or is it John?
14. Does he want to learn English or does he want to learn French?
15. Did they come here at ten o'clock or nine o'clock.
16. Did they come by bus or by taxi?
17. Is this John's book or is it Mary's book?
18. Does he live in Gia-Định or Chợlớn?
19. Did they arrive on Wednesday or Thursday?
20. Is that Mr. Smith's house or is it Mr. Campbell's house?
21. Is John happy or is he sad?
22. Does he have two brothers or three brothers?
23. Does this bus go to Saigon or does that bus go to Saigon?
24. Did Paul fail his examination or did John fail?
25. Is that Ann's car or is that John's car?

ORAL DRILL 22.11

1. What did he tell them? I don't know . . . . .
I DON'T KNOW WHAT HE TOLD THEM.
2. What did he buy? I don't know . . . .
I DON'T KNOW WHAT HE BOUGHT.
3. Whose book did he find? Do you remember . . ?
DO YOU REMEMBER WHOSE BOOK HE FOUND?
4. Who did you meet there? Do you remember . . ?
DO YOU REMEMBER WHO YOU MET THERE?
5. How far is Kontum from here? I don't know . . . .
6. What did he do? I don't know . . . .
7. When is he going to come? I don't know . . .
8. What is his name? Do you know . . . ?
9. What class is he in? Who knows. . . ?
10. What did they do? They didn't say . . .
11. How old is she? Do you know . . . . . . ?
12. Where is the new student from? Do you know . . . ?
13. When is he going to come? He didn't say . . . . .
14. Who is he? I don't know . . . .
15. How many friends does he have? I don't know . . .
16. Why are they going to come here? I don't know . .
17. What does this word mean? I don't know . . .
18. When are they going to leave? I don't know . . .
19. Where is it? I don't know . . .

ORAL DRILL 22.11 (Cont'd.)

20. Where are they? Who knows . . . ?
21. What did they do? I don't know . . .
22. How far is it from here to Bình Dịnh? Who knows . . . ?
23. How many students are there in Vietnam? Who knows . . ?
24. Why wasn't the pupil happy? Who knows . . . ?
25. How many mangos did you buy? Do you remember . . . ?
26. Where is the highest mountain in Vietnam? Who knows . . . ?
27. Which book did John want? Do you remember . . . ?
28. Who is that student? Do you know . . . ?
29. What is his name? I don't know . . .
30. How old is this? I don't know . . .
31. How old is that? Do you know . . . ?
32. When are they going to leave? I'm not sure . . .
33. Where did they go? Do you know . . . ?
34. When did they come? I don't know . . .
35. Where is the post office? Can you tell me . . . ?
36. How old is that building? I don't know . . .
37. Why are those people waiting? I don't know . . .
38. What time is it? Can you tell me . . . ?
39. What subject does he teach? I don't know . . .
40. When did they go? Do you know . . . ?

GRAMMAR LESSON TWENTY-THREE

Pattern 23a

I think (that) John likes Mary.
I know (that) Mary likes John.
I hope (that) Mr. Smith is well.
I imagine (that) he's better now.
I believe (that) he's better now.

COMMENTS

1) With the above verbs the word "that" may be included or left out -- the meaning of the sentences does not change.

2) Do not say "I want that . . ." This is wrong. The correct pattern for "want" is "I want to . . ." e.g., "I want to go." or " "I want John to go."

ORAL DRILL 23.1 (Students should be encouraged to omit "that" in this exercise.)

1. Is he tired? (think) I THINK HE IS.
2. Should we practice a lot. (think) I THINK WE SHOULD.
3. Will it rain tomorrow? (hope) I HOPE IT WILL.
4. Is Mr. Smith ill (believe) I BELIEVE HE IS.
5. Did John come yesterday? (imagine)
6. Will you pass your examination? (hope)
7. Is Mary happy? (think)
8. Does Nam learn English? (believe)
9. Did he understand what I said? (think)
10. Is John intelligent? (imagine)
11. Must we practice grammar a lot? (think)
12. Does John feel well? (think)
13. Will Mary come to dinner? (hope)
14. Did Phi study at the Faculty of Pedagogy? (believe)

ORAL DRILL 23.2

1. can JOHN CAN SPEAK VIETNAMESE.
2. thinks JOHN THINKS HE CAN SPEAK VIETNAMESE.
3. wants JOHN WANTS TO SPEAK VIETNAMESE.
4. likes JOHN LIKES TO SPEAK VIETNAMESE.
5. imagines JOHN IMAGINES HE CAN SPEAK VIETNAMESE.

6. wants
7. must
8. can
9. thinks
10. likes
11. needs
12. should
13. can
14. hopes
15. imagines
16. must
17. will
18. can
19. believe
20. imagines
21. hopes
22. wants
23. likes
24. must
25. can
26. knows
27. believes
28. thinks
29. wants

Pattern 23b

Previous Pattern: I lived in Saigon for two years.
New Pattern: I have lived in Saigon for two years.

"Past up to the present"

A

I	have studied	English	for six years.
Nam	has studied		for six years.
Paul	has opened	the	window.
Mary	has learned	Thai	in six months.

"Simple past"

B

I	studied	English for six years.
Nam	studied	for six years.
Paul	opened	the window.
Mary	learned	Thai in six months.

COMMENTS

The sentences in both Box A and Box B refer to actions in past time. They are both past tenses.

The type of sentence in Box B has already been studied (Lesson 11).

We use the tense in Box A when we want to bring the action we are speaking about up to the present. For example:

"I lived in Saigon for two years." = "I lived in Saigon for two years, but I am not living there now."

"I have lived in Saigon for two years." = "I have lived in Saigon for two years, and I am still living there.

1) "Have/has ...-ed" "for" time phrase (two days, three years, etc.) is used to show past time up to the present.

2) Do not use "have/has ... -ed" with words like "yesterday, last year, etc." except with the word "since."

3) The use of "have/has" in this construction is a pure structural device and has no connection with the ordinary use of "to have" meaning "possession" "có" (sở hữu).

4) The second word in the verb phrase is often called the "past participle," (studied, opened, learned, etc.), but in this book it will be called "-ed form of the verb."

ORAL DRILL 23.3 (To drill the use of "for" and "since.")

1. three hours I HAVE STUDIED FOR THREE HOURS.
2. yesterday I HAVE STUDIED SINCE YESTERDAY.
3. two days I HAVE STUDIED FOR TWO DAYS.
4. last week I HAVE STUDIED SINCE LAST WEEK.

5. three weeks
6. five hours
7. six months
8. last night
9. last year
10. two years
11. the hot season
12. twenty minutes
13. noon
14. half an hour
15. breakfast
16. yesterday
17. three days
18. last week
19. five minutes
20. ten days
21. this morning
22. last summer
23. yesterday
24. two months

Pattern 23c

Short forms

[a^{i}v]	I've studied.
[yuv]	You've worked.
[hiz]	He's waited.
[šiz]	She's played.
[ɪts]	It's stopped.
[wiv]	We've tried.
[yuv]	You've cooked.
[ðe^{i}v]	They've walked.

Negative forms

I	haven't studied.	[hævnt]
You	haven't worked.	[hævnt]
He	hasn't waited.	[hæznt]
She	hasn't played.	[hæznt]
It	hasn't stopped.	[hæznt]
We	haven't tried.	[hævnt]
You	haven't cooked.	[hævnt]
They	haven't walked.	[hævnt]

COMMENTS

This is not really a new pattern but a combination of patterns already studied.

1) Use these short forms in all but the most formal situations.

ORAL DRILL 23.4 (Keep all the sentences in past time. Use both "...ed" and "have/has ...ed" tenses.)

1. now I HAVE STUDIED FOR THREE HOURS NOW.
2. yesterday I STUDIED FOR THREE HOURS YESTERDAY.
3. last night I STUDIED FOR THREE HOURS LAST NIGHT.
4. now
5. last week
6. yesterday
7. now
8. last Monday
9. before dinner
10. after lunch
11. now
12. the day before yesterday
13. last night
14. when I was in the library
15. before going home
16. now

ORAL DRILL 23.5

1. study I'VE STUDIED.
2. he HE'S STUDIED.
3. they THEY'VE STUDIED.
4. work THEY'VE WORKED.
5. wait
6. I
7. you
8. he
9. she
10. they
11. try
12. I
13. he
14. we
15. she
16. you
17. we
18. he
19. play
20. we
21. he
22. they
23. she
24. I

ORAL DRILL 23.6

1. they THEY HAVEN'T RESTED.
2. I I HAVEN'T RESTED.
3. he HE HASN'T RESTED.
4. worked HE HASN'T WORKED.

ORAL DRILL 23.6 (Cont'd.)

5. they
6. you
7. she
8. we
9. I
10. wait
11. like
12. she
13. we
14. you
15. they
16. I
17. want
18. we
19. he
20. you
21. they
22. he
23. we
24. she
25. I

ORAL DRILL 23.7

1.	ago	I LIVED IN SAIGON A YEAR AGO.
2.	for six months now	I HAVE LIVED IN SAIGON FOR SIX MONTHS NOW.
3.	two years now	I HAVE LIVED IN SAIGON FOR TWO YEARS NOW.
4.	ago	I LIVED IN SAIGON TWO YEARS AGO.

5. last year
6. for three weeks now
7. in 1958
8. for three years now
9. ago
10. work
11. for a year now
12. in 1959
13. for ten months now
14. ago
15. last year
16. last summer
17. for two years now
18. ago
19. for six weeks now

ORAL DRILL 23.8

1. Năm is a good student. (pass ... many examinations)
NĂM IS A GOOD STUDENT. HE HAS PASSED MANY EXAMINATIONS.

2. Nhâm speaks English very well. (practice ... a lot)
NHÂM SPEAKS ENGLISH VERY WELL. SHE HAS PRACTICED A LOT.

3. John speaks Vietnamese very well. (work ... very hard)
JOHN SPEAKS VIETNAMESE VERY WELL. HE HAS WORKED VERY HARD.

4. Mary is a fast reader. (finish ... a lot of books)
5. My friend is a poor student. (fail ... his examinations)
6. John is good at languages. (learn ... a lot)
7. My brother is good at music. (play ... in a lot of concerts)
8. Mary feels sleepy. (open ... the window)
9. I like television. (watch ... it a lot)
10. Tuấn is very clever. (pass ... all his examinations easily)
11. John is grateful because I helped him. (thank ... me a lot)
12. Ann is cold. (close ... the window)
13. Betty is a good cook. (cook ... nice food very often)
14. Paul is tired. (rest ... all morning)
15. Mr. Smith likes to travel. (visit ... many countries)

Pattern 23d

Previous Pattern:	Did you wait a long time?	Yes, I did.
New Pattern:	Have you waited a long time?	Yes, I have.

Have you finished studying?	Yes, I have.
Have you finished working?	No, I haven't.
Has he studied Vietnamese?	Yes, he has.
Has he studied English?	No, he hasn't.
Have you ever visited Huế?	Yes, I have.
Have you ever visited Tây-Ninh?	No, I haven't.

COMMENTS

The question-form of this pattern is made by reversing the first two words of the statement form.

In the short responses, both negative and positive, it is not necessary to repeat the main verb.

ORAL DRILL 23.9

1. Have they finished their dinner? (yes) YES, THEY HAVE.
2. Have you ever studied French? (no) NO, I HAVEN'T
3. Has John rested? (yes) YES, HE HAS.
4. Has it stopped raining? (no) NO, IT HASN'T.

5. Has John rested for an hour? (yes)
6. Have the new students arrived?(no)
7. Has she finished her work? (no)
8. Have we started a new lesson? (no)
9. Has it stopped raining? (yes)
10. Have John and Mary waited for a long time? (yes)
11. Have the children returned? (no)
12. Have they finished their work? (yes)
13. Has John passed his examination? (yes)
14. Has mother cooked dinner? (no)
15. Have you ever studied French? (no)
16. Have you ever watched television? (yes)

ORAL DRILL 23.10

1. Did you understand what I said? (yes) YES, I DID.
2. Can they speak English? (yes) YES, THEY CAN.
3. Are John and Mary ready? (no) NO, THEY AREN'T.
4. I can speak Vietnamese. no response

6. Have John and Mary ever studied French? (yes)
7. Will you go to Biên-Hòa tomorrow? (no)
8. Is it going to snow next week? (no)
9. Have you ever smoked a pipe? (no)
10. Are we learning French now? (no)
11. It's hot today.
12. Has John ever listened to Vietnamese music? (yes)
13. Did you to Long-Xuyên last week? (no)
14. Can you understand the questions? (yes)
15. You can understand the questions.
16. Are we going to study lesson twenty-four? (yes)
17. Have we studied lesson twenty-two? (yes)
18. Did we study lesson ten? (yes)
19. Have they ever watched Vietnamese opera? (yes)
20. Has it rained since last week? (yes/no)
21. It rained yesterday.
22. Are you a student? (yes)
23. Did you visit your friend yesterday? (no)
24. Are you going to visit your friend tomorrow? (no)
25. Have we studied lesson twelve? (yes)
26. We have studied lesson twenty-one.
27. Am I teaching you Vietnamese?
28. Is it raining now?
29. Have we finished the lesson?
30. This exercise is easy.

Pattern 23e

Previous Pattern: I have waited.
New Pattern: I have stood.

eat	ate	HAVE EATEN	I have eaten my dinner.
teach	taught	HAS TAUGHT	Mr. Smith has taught us grammar for a long time now.
stand	stood	HAVE STOOD	Those students have stood there all morning.
run	ran	HAS RUN	"Where's John?" "He's run home."
drive	drove	HAVE DRIVEN	John and Mary have driven 400 kms.
swim	swam	HAVE SWUM	Swimming in the river is dangerous, but Năm and Kiệt have swum there often.
read	read	HAVE READ	I have read a lot of books since I came to the University.
sleep	slept	HAS SLEPT	"Is John tired?" "Yes, he has slept all morning".
sit	sat	HAVE SAT	I have sat here for two hours.
find	found	HAS FOUND	John has found his book.
keep	kept	HAVE KEPT	John and Mary have kept their books in a small cupboard.
buy	bought	HAVE BOUGHT	They have bought a new dress for Mary.
build	built	HAVE BUILT	They have built a new house in Gia-Dinh.
sell	sold	HAVE SOLD	We have sold our car.

COMMENTS

The usual form of the participle is "..-ed." Some, however, take different forms, often referred to as "irregular." The only way to learn these "irregular" forms is to practice using them as much as possible.

ORAL DRILL 23.11

1. I ate my breakfast this morning.
   I ATE MY BREAKAST THIS MORNING BUT I HAVEN'T EATEN SINCE.
2. I taught English five years ago.
   I TAUGHT ENGLISH FIVE YEARS AGO BUT I HAVEN'T TAUGHT IT SINCE.
3. I stood in line to see "Shane" last year.
   I STOOD IN LINE TO SEE "SHANE" LAST YEAR, BUT I HAVEN'T STOOD IN LINE SINCE.
4. I ran in the SEAP Olympic games in 1959.
5. I drove a car when I was in Saigon.
6. I swam in the river when I was a child.
7. I read a lot of books when I was at College.
8. I slept from ten last night to eight this morning.
9. I sat on your chair yesterday.
10. I found some money in the street last year.
11. I kept my birds when I was a child.
12. I bought some mangos yesterday.
13. I ate some durian when I was in Baria.
14. I taught French in 1957.

GRAMMAR LESSON TWENTY-FOUR

Pattern 24a

Previous Pattern: The fire destroyed the building.
New Pattern: The building was destroyed.

Students are examined before they can enter the Faculty of Pedagogy.
The door was opened.
A lot of new roads are being built in Vietnam.
Several of these new roads will be finished next year.
Two new bridges were completed near Saigon in 1960.
The students should be taught to speak English.
I was born in Hue.

COMMENTS

1) In this pattern we say that the subject receives the action.

2) All tenses may be used in this pattern, but the -ed form or "participle" remains invariable. (e.g., finished, opened, examined, etc.)

3) Do not say "I born." The correct pattern is "I was born."

1. She cooked the rice. THE RICE WAS COOKED.
2. He built the house. THE HOUSE WAS BUILT.
3. They opened the window. THE WINDOW WAS OPENED.

4. She taught the pupils.
5. They taught English.
6. You read the letter.
7. John drove the car.
8. Ann ate the meat.
9. I received the letters.
10. He found the money.
11. We kept the keys.
12. They bought the house.
13. John sold the books.
14. Mary closed the windows.
15. We learned the lesson.
16. They cleaned the room.
17. He painted the walls.
18. They translated the book.
19. We stopped the bus.
20. She washed the clothes.

ORAL DRILL 24.2

1. They are translating the book. THE BOOK IS BEING TRANSLATED.
2. Ann is eating the meat. THE MEAT IS BEING EATEN.
3. John is driving the car. THE CAR IS BEING DRIVEN.

4. They are teaching English.
5. You are reading the letter.
6. They are buying the house.
7. She is teaching the pupils.
8. Mary is closing the windows.
9. He is painting the walls.
10. They are cleaning the room.
11. John is selling the books.
12. We are learning the lesson.
13. She is washing the clothes.
14. They are watching the man.
15. You are reading the letter.

ORAL DRILL 24.3

1. They should study English.	ENGLISH SHOULD BE STUDIED.
2. We speak English.	ENGLISH IS SPOKEN.
3. They are going to open the windows.	THE WINDOWS ARE GOING TO BE OPENED.
4. He drove the car.	THE CAR WAS DRIVEN.

5. We are practicing grammar
6. The learn pronunciation.
7. They are learning pronunciation.
8. They learned pronunciation.
9. He will stop the train.
10. I must cross the river.
11. Mary can learn Vietnamese.
12. John is going to sell the car.
13. Mary sold her watch.
14. Ann buys rice.
15. The policeman is watching the boys.
16. I opened the door.
17. They have opened their books.
18. He has closed the windows.

Pattern 24b

Previous Pattern:	John opened the door.
New Pattern:	The door was opened by John.

The letter was read by me.
The students are being taught by him.
They will be instructed by John.
The door was opened by the wind.
The house was bought by us.

These lessons have been finished by the students.

COMMENTS

This pattern is very similar to Pattern 24a.

In this pattern the subject receives the action (as in Pattern 24 a), however, the person or thing which performs the action is identified.

1) To identify the performer of the action in this pattern the following sequence is used:

Subject (receives the action)	verb	by	performer of the action
The house	was bought	by	us

2) When using pronouns after "by," use the object form (me, him, her, us, them).

ORAL DRILL 24.4

1. We studied lesson twenty-three yesterday.	LESSON TWENTY-THREE WAS STUDIED BY US YESTERDAY.
2. Mary is cleaning the bedroom.	THE BEDROOM IS BEING CLEANED BY MARY.
3. The teacher is going to prepare the lesson.	THE LESSON IS GOING TO BE PREPARED BY THE TEACHER.
4. The Emperor of Vietnam built tombs in Hué.	TOMBS WERE BUILT IN HUÉ BY THE EMPERORS OF VIETNAM.

ORAL DRILL 24.4 (Cont'd.)

5. John received a letter.
6. The teacher examined the students last week.
7. Dr. Yates is going to open the course.
8. The painters are painting the house.
9. The river floods the rice fields every year.
10. The Dean will give the students their degrees.
11. Marconi invented the radio.
12. Columbus discovered America.
13. Mary opened the door.
14. My dog ate that meat.
15. The teacher is going to explain the problem.
16. The villagers built that road.
17. The students composed a new song.
18. Ann closed the window.
19. Charles Dickens wrote "A Tale of Two Cities."

Pattern 24 c

meet	met	HAVE MET	I have met him before, but I can't remember where.
bite	bit	HAS BITTEN	That dog has bitten two children.
win	won	HAS WON	Kiet is very happy. He has won a scholarship to the University.
feed	fed	HAS FED	John has fed his dog some meat.
hold	held	HAS HELD	He has held that job for three years.
feel	felt	HAVE FELT	I have never felt ill.
sleep	slept	HAVE SLEPT	They have slept since ten o'clock.
mean	meant	HAVE MEANT	They have always meant what they said.
hear	heard	HAVE HEARD	The children have never heard that story.
think	thought	HAVE THOUGHT	I have thought about it for a long time.
bring	brought	HAVE BROUGHT	The students have brought their books.
teach	taught	HAS TAUGHT	Mr. Campbell has taught English for six months.

COMMENTS

These verbs do not take the usual "-ed" endings, in their past forms.

1. I thought about that problem yesterday.	I THOUGHT ABOUT THAT PROBLEM YESTERDAY, BUT I HAVEN'T THOUGHT ABOUT IT SINCE.
2. My dog bit Ann last week.	MY DOG BIT ANN LAST WEEK BUT IT HASN'T BITTEN HER SINCE.
3. He taught English last year.	HE TAUGHT ENGLISH LAST YEAR BUT HE HASN'T TAUGHT IT SINCE.

4. He brought his books to school yesterday.
5. We heard a loud noise five minutes ago.
6. They felt tired yesterday.
7. John held the baby for two hours yesterday.
8. She slept for eight hours last night.
9. I won 2,000 piastres in the lottery last year.
10. He taught English in 1957.
11. Mary thought about her father yesterday.
12. They met Mr. Smith when he was in Vung-Tau.

Pattern d

Previous Pattern:	John is old.	He's an old man.
New Pattern:	John is tired.	He's a tired man.
	John is tiring.	He's a tiring man.

COMMENTS

1) Words like "tired" and "tiring" are forms of verbs; however, when they come after the forms of the verb "to be" (am, is, are, was, were), they function like adjectives -- words like "old, young, big, small," etc.)

2) Always remember to include the correct form of the verb "to be" (am, is, are, was, were) in this pattern.

3) The endings "-ed" and "-ing" indicate different meanings.
The ending "-ed" indicates that the subject receives the action.
The ending "-ing" indicates that the subject performs the action.

For example: Mary is bored. = Someone (or something bores Mary.)
Mary is boring. = Mary bores other people.

ORAL DRILL 24.6

1. Mary was tired after she studied yesterday. (Describe Mary.)
MARY WAS TIRED.
2. Mary bores other people. (Describe Mary.) MARY IS BORING.
3. John bores Mary. (Describe Mary.) MARY IS BORED.
4. John bores Mary. (Describe John.) JOHN IS BORING.
5. The students are very intelligent. They surprise the teacher. (Describe the teacher.)
6. John got a new bicycle. The bicycle pleased him. (Describe John.)
7. Ann is watching the monkeys. They amuse her. (Describe Ann.)
8. John is watching the monkeys. They amuse him. (Describe the monkeys.)
9. Mr. Campbell has travelled a lot. He interests people. (Describe Mr. Campbell.)
10. They boys watched the film. They thought it was very exciting. (Describe the boys.)
11. Those children are annoying Dr. Yates. (Describe Dr. Yates.)
12. John married Mary. (Describe John.)
13. Jane is very pleasant. She charms people (Describe Jane.)
14. Betty thought that the movie she saw last night was disappointing. (Describe Betty.)
15. Someone stole my pen. (Describe the pen.)
16. Paul broke his pencil. (Describe the pencil.)

Pattern 24 e

A1	John		still	tries	to speak Vietnamese.
	Vietnamese	is	still		difficult for him.
A2	Mary doesn't speak Vietnamese any more. English isn't difficult for her any more.				
B1	Năm speaks English very well already. He has learned it very well already.				
B2	Kiệt doesn't speak English very well yet. He hasn't learned English very well yet.				

COMMENTS

STILL indicates that an action continue the same now as before.

STILL is like the Vietnamese word, "còn"

ANY MORE is a negative form of "still." It means that the situation or action has changed -- that it is not the same as before. ANY MORE is like "Không.... nữa."

ALREADY indicates a time earlier or sooner than expected. It is like the Vietnamese word "rồi."

YET is the negative form of "already." It indicates a time later or longer than expected. It is like the Vietnamese "Còn nữa."

1) Use "still" after affirmative forms of the verb "to be." (A1)
2) Use "still" before negative forms of "to be" and before other verbs (both negative and affirmative). (A1)
3) Use "any more, already, yet" at the end of sentences. (A2, B1, B2)

ORAL DRILL 24.7

1. Mary studied Vietnamese last year. She doesn't study Vietnamese now.
   MARY DOESN'T STUDY VIETNAMESE ANY MORE.
2. I studied English last year. I study English now.
   I STILL STUDY ENGLISH.
3. Paul played tennis two years ago. He plays tennis now.
   PAUL STILL PLAYS TENNIS.
4. I worked in Gò-Vấp last year. I don't work there now.
   I DON'T WORK IN GÒ-VẤP ANY MORE.
5. We needed to practice pronunciation last week. We need to practice it now.
6. Mary was drinking coffee. She is drinking coffee now.
7. Ann was living in Chợlớn. She is living in Cholon now.
8. Betty was living in Chợlớn. She's not living in Chợlớn now.
9. Those students wanted to study yesterday. They want to study now.
10. That man was busy yesterday. He isn't busy now.
11. We attended the Faculty of Pedagogy last year. We attend the Faculty of Pedagogy now.

ORAL DRILL 24.7 (Cont'd.)

12. John liked Dalat during the cool season. He doesn't like it now.
13. My friend waited for me this morning. He is waiting for me now.
14. John and Mary studied French last year. They aren't studying French now.
15. That student didn't study hard last month. He isn't studying hard now.

ORAL DRILL 24.8

1. It's only April but the rainy season has begun.
   IT'S ONLY APRIL BUT THE RAINY SEASON HAS BEGUN ALREADY.
2. It's June but the rainy season hasn't begun.
   IT'S JUNE BUT THE RAINY SEASON HASN'T BEGUN YET.
3. John has learned to speak Chinese but he can't read it.
   JOHN HAS LEARNED TO SPEAK CHINESE BUT HE CAN'T READ IT YET.
4. Mary has studied Vietnamese for six months and she can speak it very well.
5. Ann has started to work but she hasn't been paid.
6. Kiệt got his diploma last week and he is teaching.
7. Nắm has studied for five years but he hasn't got a diploma.
8. Thuấn is very young but he is a headmaster.
9. John has only been in Vietnam six weeks but he knows a lot of people.
10. I am waiting for John but he hasn't come.
11. Betty is learning to play tennis and she is very good.
12. John is learning to play the piano but he is not very good.
13. Those students from the Faculty of Pedagogy have played table tennis for two hours, but they are not tired.
14. That student has played tennis for only ten minutes but he is tired.
15. It is April but the weather is not very hot.
16. It is February but the weather is very hot.

Pattern 24 f

We're			tired of	practicing this lesson.
John's			tired of	Mr. Smith.
They're		not	tired of	playing table-tennis.
The students	are		accustomed to	working hard.
I'm		not	accustomed to	smoking.
John	is		used to	going to school.
He	is		used to	noise.
Vietnamese people	are	not	used to	cold weather.
Most students	are		interested in	learning English.
Some students	are	not	interested in	mathematics.
Ann	was		bored with	her job.
Our friends	are		bored with	this movie.

COMMENTS

1) TIRED OF, USED TO, INTERESTED IN, etc. function as single units.

2) These units are always used with forms of the verb "to be" (am, is, are, was, were).

3) They are followed by verbs ending in "-ing" (going, learning, waiting, playing, etc., or by nouns (mathematics, Mr. Smith, cold weather, etc.)

N.B. Do not confuse:

A) "John is used to driving." with

B) "John used to drive."

The pattern in A indicates that John is accustomed to driving and still drives. The pattern in B indicates that John drove at some time in the past, but no longer drives now.

ORAL DRILL 24.9

1. Kiệt likes languages. He thinks that languages are very interesting.
   KIỆT IS INTERESTED IN LANGUAGES.
2. John said, "I don't like this book. It bores me."
   JOHN WAS BORED WITH HIS BOOK.
3. John has driven cars for a long time.
   JOHN IS USED TO DRIVING.
4. Mary said, "I've played tennis for a long time. I don't want to play any more."
   MARY WAS TIRED OF PLAYING TENNIS.
5. Nhân thinks that English grammar is very boring.
6. Paul has worked very hard. Now he is tired.
7. Mary said, "This book is very long. It bores me."
8. John has lived in Vietnam for ten years. He likes the climate.
9. People in Vietnam eat a lot of rice with their meals. They say, "It's our custom."
10. Henry likes music. He thinks that music is interesting.
11. Mary doesn't like music. She thinks that music isn't interesting.
12. John has eaten rice for six weeks. He doesn't want to eat rice any more.
13. Thuần has eaten rice for sixteen years. He wants to continue eating rice.
14. John thinks that mathematics is very interesting.

ORAL DRILL 24.10

1. When I was at the University I studied English.
   WHEN I WAS AT THE UNIVERSITY I USED TO STUDY ENGLISH.
2. The students work hard every day.
   THE STUDENTS ARE USED TO WORKING HARD EVERY DAY.
3. Mr. Smith swam a lot when he was a boy.
   MR. SMITH USED TO SWIM A LOT WHEN HE WAS A BOY.

4. The students study during the hot season.
5. John and Mary played tennis a lot last year.
6. I knew a lot of students when I was in Saigon.
7. Vietnamese eat a lot of rice every day.
8. Most students read a lot of books.
9. Peter went to Vũng-Tầu every week-end when he was in Saigon.
10. Many Vietnamese go to Vũng-Tầu when the weather is hot.
11. Phi worked hard when he was in Huế.
12. We drink a lot of water during the hot season.
13. I played with a top when I was a child.

GRAMMAR LESSON TWENTY-FIVE

Pattern 25 a

Previous Pattern:	I wanted the students	to	open their books.
New Pattern:	I let the students		open their books.

A	He asked the boy	to	open	the door.
	I told those students	to	finish	their work.
	Please allow me	to	help	you.
	They forced me	to	accept	their invitation.
B	Please let me		play	with them.
	The students felt the tree		move	during the storm.
	I can't hear you		speak.	
	The students watched him		teach	the lesson.
	They observed him		explain	the lesson.
	I saw John		open	the door.
	They made me		accept	their invitation.
	Please have the students		close	their books.

COMMENTS

In this structure there is the following pattern which was studied in Lesson 18:

Subject	1st Verb	Object	2nd Verb	(Indirect Object)
He	asked	the boy	to go	(to Hue)

1) The 2nd verb in this pattern is usually preceded by "to." (Box A)

2) However, after these verbs: let, feel, hear, watch, observe, see, and make, the 2nd verb is not preceded by "to."

3) After the verb "help" the 2nd verb can follow either pattern, e.g. "I helped him work." or "I helped him to work."

ORAL DRILL 25.1 To review the pattern with "to."

1. ask DID JOHN ASK YOU TO GO TO HUE?
2. want DID JOHN WANT YOU TO GO TO HUE?
3. expect DID JOHN EXPECT YOU TO GO TO HUE?

4. invite
5. tell
6. advise
7. allow
8. order
9. permit
10. ask
11. urge
12. ask
13. persuade

(Statement Pattern) 1. told HE TOLD ME TO GO TO HUE.
2. asked HE ASKED ME TO GO TO HUE.

3. wanted
4. urged
5. invited
6. expected
7. persuaded
8. allowed
9. permitted
10. ordered
11. compelled
12. forced

ORAL DRILL 25.1 To review the pattern with "to." (Cont'd.)

(Negative pattern)

1. tell HE DIDN'T TELL ME TO GO.
2. want HE DIDN'T WANT ME TO GO.
3. allow HE DIDN'T ALLOW ME TO GO.

4. ask
5. force
6. compel
7. invite
8. persuade
9. urge
10. expect
11. permit
12. tell

ORAL DRILL 25.2 To practice the pattern without "to."

1. watch IS THE TEACHER GOING TO WATCH HIM LEAVE?
2. make IS THE TEACHER GOING TO MAKE HIM LEAVE?
3. have IS THE TEACHER GOING TO HAVE HIM LEAVE?

4. let 5. see 6. hear 4. observe 8. watch 9. have 10. make

(Statement pattern)

1. watch SHE'S GOING TO WATCH HIM LEAVE.
2. let SHE'S GOING TO LET HIM LEAVE.

3. have 4. observe 5. see 6. make 7. let 8. hear 9. watch

(Negative pattern)

1. see SHE DIDN'T SEE HIM LEAVE.
2. make SHE DIDN'T MAKE HIM LEAVE.

3. let 4. watch 5. hear 6. observe 7. make 8. have 9. see

ORAL DRILL 25.3 This drill forces students to choose between the pattern with "to" and the pattern without "to."

1. persuaded JOHN PERSUADED ME TO BUY THE BOOK.
2. made JOHN MADE ME BUY THE BOOK.
3. read JOHN MADE ME READ THE BOOK.
4. asked JOHN ASKED ME TO READ THE BOOK.

5. told
6. watched
7. urged
8. let
9. wanted
10. saw
11. close
12. heard
13. asked
14. let
15. forced
16. made
18. told
19. observed
20. had
21. saw
22. sell
23. urged
25. ordered
26. told
27. forced
28. asked
29. made
30. saw

ORAL DRILL 25.4 To force a choice between the pattern with "to" and the pattern without it.

1. had I HAD ANOTHER SPEAK ABOUT VIETNAM.
2. invited I INVITED ANOTHER TO SPEAK ABOUT VIETNAM.
3. let I LET ANOTHER SPEAK ABOUT VIETNAM.
4. asked I ASKED ANOTHER TO SPEAK ABOUT VIETNAM.

5. invited
6. let
7. watched
8. heard
9. got
10. had
11. expected
12. told
13. made
14. persuaded
15. permitted
16. asked
17. got
18. heard
19. observed
20. let
21. wanted
22. allowed
23. told
24. heard
25. asked

Pattern 25 b

Previous Pattern:	I		go	to	the University of Hué.
New Pattern:	I	wish I	went	to	the University of Hué.

I	wish	I	spoke	English perfectly now.
John	wishes	he	could	speak Vietnamese perfectly now.
I	wish	I	had	a lot of money.
They	wish	they	were	rich.
We	wish	John	wasn't	sick now.
I	wish	those children	weren't	noisy.
I	wish	I	was	famous.

COMMENTS

1) After "wish" use the simple past form of the verb -- "-ed, was, were, could, didn't, went, wanted, etc."

2) The whole statement remains in present time, although the verb after "wish" appears in past form, so time expressions like "now, every year, this year, etc." should be used with this pattern. Do not use past-time expressions like "yesterday, last year, etc."

3) You will also hear "I wish I were in Dalat now." After "wish" the form "were" is sometimes used with words like "I, he, she, it, John, the pupil, etc." The meaning is the same as if "was" is used.

ORAL DRILL 25.4 To practice the pattern after WISH.

1.	Mary isn't well today.	I WISH SHE WAS WELL TODAY.
2.	I think John doesn't speak Vietnamese.	I WISH JOHN SPOKE VIETNAMESE
3.	Tuyet can't drive a car.	I WISH SHE COULD DRIVE A CAR.

4. I don't think those children are very busy.
5. John can't swim.
6. I think that Mary doesn't drink coffee.
7. I know Hung doesn't speak English well.
8. Mary doesn't play tennis.
9. I think Betty isn't very happy.
10. Paul doesn't work hard.
11. Those students don't practice English often.
12. I don't think Dr. Yates is in his office now.

ORAL DRILL 25.5 To practice the negative pattern after WISH.

1.	Mary is sick today.	I WISH SHE WASN'T SICK TODAY.
2.	I think John is tired now.	I WISH HE WASN'T TIRED NOW.
3.	I think Paul works too hard.	I WISH HE DIDN'T WORK TOO HARD.

ORAL DRILL 25.5 To practice the negative pattern after WISH. (Cont'd.)

4. Betty is lazy.
5. I think it's going to rain today.
6. We have a class now.
7. I think those students are bored.
8. I think Mr. Smith is angry.
9. I think John drives fast.
10. I think Paul works slowly.
11. This lesson is difficult.
12. John speaks English rapidly.

Pattern 25 c This is a conversation pattern using "wish" in short statements.

A	John:	Mr. Smith's not here.
	Mary:	I wish he were.
	Ann:	I can't drive a car.
	Betty:	I wish you could.
	Paul:	We don't study French.
	Peter:	I wish we did.
B	Mr. Smith:	Those children make a lot of noise.
	Mrs. Smith:	I wish they didn't.

COMMENTS

1) To express a wish after a negative statement by someone, use "wish" with the past positive form A.

2) To express a wish after an affirmative statement by someone, use "wish" with the negative form - B.

ORAL DRILL 25.7 To practice the use of "wish" in short statements.

1. John's sick.	I WISH HE WASN'T.
2. Mary talks too much.	I WISH SHE DIDN'T.
3. Kiet doesn't speak English.	I WISH HE DID.
4. John can't speak Vietnamese.	I WISH HE COULD.

5. Betty sleeps too much.
6. Ann can't get up early in the morning.
7. Betty doesn't like to get up late.
8. Mr. Smith's not in his office now.
9. The movie theater is closed now.
10. Those students waste a lot of time.
11. Mary's radio doesn't work very well.
12. Betty and Jane can't swim.
13. John works late at night.

ORAL DRILL 25.7 To practice the use of "wish" in short statements. (Cont'd.)

14. Those students don't study very well.
15. Mary's often late.
16. Paul can't read Chinese.
17. Mary doesn't write Chinese.
18. Kiệt doesn't want to learn English.
19. Betty likes to dance too much.
20. Those students don't like to practice long exercises.

Pattern 25 d More verbs which do not have an "-ed" participle.

fight	fought	HAVE FOUGHT	The two countries have often fought before.
shine	shone	HAS SHONE	The sun hasn't shone for two days.
hang	hung	HAVE HUNG	They have hung their clothes on the clothes line.
sting	stung	HAS STUNG	The little boy is crying because a scorpion has stung him.
dig	dug	HAVE DUG	The men have dug the foundations of the house.
bleed	bled	HAS BLED	Put a bandage on that cut. It has bled for ten minutes.
sweep	swept	HAVE SWEPT	The servant hasn't swept this room for a long time.
tell	told	HAVE TOLD	I have told those children not to play near the road.
sell	sold	HAVE SOLD	I have sold the book that I didn't like.
lose	lost	HAS LOST	Mary can't come to the concert. She has lost her ticket.
send	sent	HAVE SENT	Mrs. Smith is sick. I have sent her some flowers.
lend	lent	HAS LENT	John has often lent them money.
make	made	HAVE MADE	The students think they have made a lot of mistakes in the examination.
have	had	HAS HAD	John has had a lot of training in teaching English.
bend	bent	HAS BENT	The wind has bent the roof of that house.
cut	cut	HAVE CUT	I have cut my finger.
put	put	HAS PUT	John has put the key somewhere and I can't find it.
cost	cost	HAS COST	It has cost us a lot of money to build this house, but we are happy.
let	let	HAS LET	The teacher has let the children go home.
set	set	HAVE SET	The students have set their desks on the porch.

ORAL DRILL 25.7

1. The sun shone this morning.
THE SUN SHONE THIS MORNING BUT IT HASN'T SHONE SINCE.

2. They hung their clothes on the line before the rain began.
THEY HUNG THEIR CLOTHES ON THE LINE BEFORE THE RAIN BEGAN BUT THEY HAVEN'T HUNG THEM ON IT SINCE.

3. That bee stung John five minutes ago.
THAT BEE STUNG JOHN FIVE MINUTES AGO BUT IT HASN'T STUNG HIM SINCE.

ORAL DRILL 25.7 (cont'd.)

4. Thailand and Burma fought more than a hundred years ago.
5. I dug in the garden yesterday.
6. This cut on my finger bled this morning.
7. Mary swept the room yesterday.
8. John told the children a story last night.
9. Tuyết sold some oranges yesterday.
10. Betty lost some money last month.
11. John sent Betty some money last month.
12. John lent Betty some money last month.
13. Hùng made a lot of mistakes this morning.
14. John had a lot of work to do yesterday.
15. The wind bent the flowers in my garden last night.
16. I cut the grass in the garden last month.
17. John put his hand in the bowl two minutes ago.
18. This book cost 40 piastres last year.
19. The teacher let the children play this morning.
20. Mary set her books on the table five minutes ago.

Pattern 25 e The use of WHERE TO GO, WHAT TO DO, HOW TO FIND, etc., in object position.

I know	where to go.	
He knows	when to come.	
I told him	what to do.	
I asked him	how to work	the machine.
He asked him	which plane to take.	

1) Use "where to go, what to do, etc., " after/like verbs "know, asked, learn, decide, etc.," as if they were the object of these verbs.

2) Put words like "where, when, what, how, etc.," after the first verb, or after the object-pronoun (me, you, him, her, it, us, they), do not put words like "where, when, what, etc.," at the end of the sentence in this pattern.

ORAL DRILL 25.8

1. I know where to go.	I KNOW WHERE TO GO.
2. how	I KNOW HOW TO GO.
3. how far	I KNOW HOW FAR TO GO.

ORAL DRILL 25.8 (Cont'd.)

4. how often
5. to work
6. when
7. to practice
8. what
9. how much
10. how long
11. to visit
12. who
13. where
14. do you know
15. what
16. to buy
17. how much rice
18. please tell me
19. which book
20. to look at
21. who
22. I told him
23. what
24. to take
25. to teach
26. how many students
27. what
28. to do
29. not to do
30. not to say

ORAL DRILL 25.9

1. Do you think John will come at eight o'clock?
I THINK HE WILL. I TOLD HIM WHEN TO COME.

2. Do you think Mary will meet us at the right place?
I THINK SHE WILL. I TOLD HER WHERE TO MEET US.

3. Do you think they will take the right train?
I THINK THEY WILL. I TOLD THEM WHICH TRAIN TO TAKE.

4. Do you think the boys will arrive at the right time?
5. Do you think Paul will take enough money?
6. Do you think Betty will take enough books?
7. Do you think John will pronounce Kiệt's name correctly?
8. Do you think Ann will choose the right color?
9. Do you think Mr. Smith will use the chopsticks correctly?
10. Do you think Mary will do the right thing?
11. Do you think Peter will speak to the right person?
12. Do you think the students will go to the right address?
13. Do you think they will arrive on time?
14. Do you think John will know where to go?
15. Do you think they will wait for two hours?

GRAMMAR LESSON TWENTY-SIX

Pattern 26 a   The use of "so .... that" and "such .... that"

John	is	so	tired	that he can't study.
John	is	such a	tired student	that he can't study.
Mary	speaks	so	quickly	that we can't understand her.
Mary	is	such a	quick speaker	that we can't understand her.
Dalat	was	so	nice	that we wanted to live there.
Dalat	was	such a	nice place	that we wanted to live there.
The coffee	was	so	hot	that we couldn't drink it.
It	was	such	hot coffee	that we couldn't drink it.
He	has	so much	money	that he doesn't need to work.
He	has	such a	lot of money	that he doesn't need to work.

COMMENTS

The pattern "so that ....." "such (a) that ...." shows that the second statement is a result or consequence of the first.

1) Use "so" before adjectives and adverbs (words like "tired, quickly, etc.)

2) Use "so" before quantity words like "much, many, little, few."

3) Use "such" before nouns (words like "student, book").

4) Use "such a" before count-nouns like " a pen, a book, a student, etc."
Use "such" before mass-nouns like "tea, coffee, sugar, oil, etc."

5) You will also hear this pattern without "that," e.g., "John is so tired he can't study." The meaning is the same as "John is so tired that he can't study."

ORAL DRILL 26.1   To practice the use of "so .... that."

1. Mr. Smith is very nice. I want to meet him.
MR. SMITH IS SO NICE THAT I WANT TO MEET HIM.

2. I was very tired. I slept until 11 a.m.
I WAS SO TIRED THAT I SLEPT UNTIL 11 A.M.

3. The movie was very good. John went to see it twice.
THE MOVIE WAS SO GOOD THAT JOHN WENT TO SEE IT TWICE.

4. The examination was very long. I couldn't answer all of the questions.
5. It was very hot last night. Paul felt ill.
6. John has studied Vietnamese very well. He can understand everything.
7. The lesson was very boring. Betty went to sleep.
8. The tea was very sweet. Mary couldn't drink it.

ORAL DRILL 25.8 (Cont'd.)

4. how often
5. to work
6. when
7. to practice
8. what
9. how much
10. how long
11. to visit
12. who
13. where
14. do you know
15. what
16. to buy
17. how much rice
18. please tell me
19. which book
20. to look at
21. who
22. I told him
23. what
24. to take
25. to teach
26. how many students
27. what
28. to do
29. not to do
30. not to say

ORAL DRILL 25.9

1. Do you think John will come at eight o'clock?
I THINK HE WILL. I TOLD HIM WHEN TO COME.

2. Do you think Mary will meet us at the right place?
I THINK SHE WILL. I TOLD HER WHERE TO MEET US.

3. Do you think they will take the right train?
I THINK THEY WILL. I TOLD THEM WHICH TRAIN TO TAKE.

4. Do you think the boys will arrive at the right time?
5. Do you think Paul will take enough money?
6. Do you think Betty will take enough books?
7. Do you think John will pronounce Kiệt's name correctly?
8. Do you think Ann will choose the right color?
9. Do you think Mr. Smith will use the chopsticks correctly?
10. Do you think Mary will do the right thing?
11. Do you think Peter will speak to the right person?
12. Do you think the students will go to the right address?
13. Do you think they will arrive on time?
14. Do you think John will know where to go?
15. Do you think they will wait for two hours?

GRAMMAR LESSON TWENTY-SIX

Pattern 26 a The use of "so .... that" and "such .... that"

John	is	so	tired	that he can't study.
John	is	such a	tired student	that he can't study.
Mary	speaks	so	quickly	that we can't understand her.
Mary	is	such a	quick speaker	that we can't understand her.
Dalat	was	so	nice	that we wanted to live there.
Dalat	was	such a	nice place	that we wanted to live there.
The coffee	was	so	hot	that we couldn't drink it.
It	was	such	hot coffee	that we couldn't drink it.
He	has	so much	money	that he doesn't need to work.
He	has	such a	lot of money	that he doesn't need to work.

COMMENTS

The pattern "so that ....." "such (a) that ...." shows that the second statement is a result or consequence of the first.

1) Use "so" before adjectives and adverbs (words like "tired, quickly, etc.)

2) Use "so" before quantity words like "much, many, little, few."

3) Use "such" before nouns (words like "student, book").

4) Use "such a" before count-nouns like " a pen, a book, a student, etc."
Use "such" before mass-nouns like "tea, coffee, sugar, oil, etc."

5) You will also hear this pattern without "that," e.g., "John is so tired he can't study." The meaning is the same as "John is so tired that he can't study."

ORAL DRILL 26.1 To practice the use of "so .... that."

1. Mr. Smith is very nice. I want to meet him.
MR. SMITH IS SO NICE THAT I WANT TO MEET HIM.

2. I was very tired. I slept until 11 a.m.
I WAS SO TIRED THAT I SLEPT UNTIL 11 A.M.

3. The movie was very good. John went to see it twice.
THE MOVIE WAS SO GOOD THAT JOHN WENT TO SEE IT TWICE.

4. The examination was very long. I couldn't answer all of the questions.
5. It was very hot last night. Paul felt ill.
6. John has studied Vietnamese very well. He can understand everything.
7. The lesson was very boring. Betty went to sleep.
8. The tea was very sweet. Mary couldn't drink it.

ORAL DRILL 26.1 (Cont'd.)

9. John works very hard. He never has time for amusement.
10. Long is very clever. We think he'll win a scholarship.
11. There are many books in the library. I think we'll never read them all.
12. The children were very quiet. We didn't see them.
13. Nguyệt was very lazy. She failed all her exams.
14. Paul was very hungry. He ate two chickens.

ORAL DRILL 26.2 To practice the use of "such a ... that" and "such ... that."

1. We had a lot of work. We couldn't go to the movies.
   WE HAD SUCH A LOT OF WORK THAT WE COULDN'T GO TO THE MOVIES.
2. The children made a noise. I couldn't sleep.
   THE CHILDREN MADE SUCH A NOISE THAT I COULDN'T SLEEP.
3. He is a very kind man. He always helps people.
   HE IS SUCH A KIND MAN THAT HE ALWAYS HELPS PEOPLE.
4. It is a very hot day. We don't want to do any work.
5. These mangos were very good. I bought two kilograms.
6. It was a very difficult examination. All of the students failed.
7. This tea is very hot. We can't drink it.
8. John is a very busy person. He never has time to rest.
9. They are very nice people. We often go to visit them.
10. They are very good students. I am sure they will pass their examinations.
11. John is a very good driver. We like to go in the car with him.
12. There are a lot of cars on the road. Driving is often dangerous.
13. There were a lot of mistakes in the letter. I couldn't read it.
14. This is a very expensive book. I can't buy it.
15. Mary is a very good teacher. The students like her lessons very much.

Pattern 26 b Answers to affirmative questions with negative tags.

A	B	C
It's hot today,	isn't it?	Yes, it is.
You're from Bình-Định,	aren't you?	Yes, we are.
They arrived late,	didn't they?	Yes, they did.
He speaks English,	doesn't he?	Yes, he does.
She was sick yesterday,	wasn't she?	Yes, she was.
You'll come tomorrow,	won't you?	Yes, I will.
You're going to come,	aren't you?	Yes, we are.

COMMENTS

These negative question-tags (B) are like the Vietnamese " có phải không?." An affirmative answer is expected to this sort of question, but a negative reply can also be given, e.g., Hanoi's in the south of Vietnam, isn't it? No, it isn't.

COMMENTS (Cont'd.)

1) Make sure the question-tag (B) agrees in tense and person with the main statement (A).

2) Make sure the answer (C) agrees with the main statement in tense and person.

ORAL DRILL 26.3

To practice answers to positive questions with negative question-tags. Note that although affirmative answers are expected, some questions will require a negative answer.

1. You're going to come to the party tonight, aren't you? YES, I AM.
2. Vietnam's bigger than Cambodia, isn't it? YES, IT IS.
3. Columbus discovered America, didn't he? YES, HE DID.
4. Huê's the capital of Vietnam, isn't it? NO, IT ISN'T.
5. They went to the movies last night, didn't they?
6. You can speak Vietnamese, can't you?
7. John lives in Gia-Dinh, doesn't he?
8. Mary was tired yesterday, wasn't she?
9. Those students study English, don't they?
10. It snows in Dalat, doesn't it?
11. You'll mail that letter for me, won't you?
12. Those children are very noisy, aren't they?
13. It's hot today, isn't it?
14. You're going home tomorrow, aren't you?
15. The concert was good last night, wasn't it?
16. Huế is in the south of Vietnam, isn't it?
17. The students were very busy, weren't they?
18. You're hungry, aren't you?
19. John likes Nha-Trang, doesn't he?
20. The Thai and Vietnamese languages are the same, aren't they?

Pattern 26 c Answers to negative questions with affirmative tags.

A	B	C
It isn't hot today,	is it?	No, it isn't.
Those mangos aren't very good,	are they?	No, they aren't.
You weren't ill last night,	were you?	No, I wasn't.
You don't play tennis,	do you?	No, I don't.
John didn't understand them.	did he?	No, he didn't.
You won't be angry,	will you?	No, I won't.

COMMENTS

This pattern has no parallel in Vietnamese structure.

A negative answer is expected to this sort of question, but an affirmative reply is also possible.

1) Follow the same outlines as for the preceding pattern -- 26 b.

ORAL DRILL 26.4

To practice answers to negative questions with positive question-tags. Note that although negative answers are expected, some questions will require a positive answer.

1. You're not Mr. Smith, are you? NO, I'M NOT.
2. This isn't a very nice room, is it? NO, IT ISN'T.
3. Those students won't make a lot of noise, will they? NO, THEY WON'T.
4. Saigon isn't the biggest city in Vietnam, is it? YES, IT IS.
5. You won't make much noise, will you?
6. That coat isn't very expensive, is it?
7. They didn't wait for him, did they?
8. These children aren't very clever, are they?
9. John doesn't speak French, does he?
10. Mary didn't come here last night, did she?
11. Mary doesn't like hard work, does she?
12. You aren't going to go out in this rain, are you?
13. Cambodia isn't smaller than Vietnam, is it?
14. You don't understand me, do you?
15. They're not going to leave already, are they?
16. It doesn't rain in Saigon in September, does it?
17. It doesn't snow in Kontum, does it?
18. You won't forget, will you?
19. They didn't hear you, did they?

ORAL DRILL 26.5

To practice responses to both positive and negative "tag" questions.

1. John doesn't feel well, does he? NO, HE DOESN'T.
2. Mary can't read Chinese, can she? NO, SHE CAN'T.
3. Mary can read French, can't she? YES, SHE CAN.
4. You didn't see John last night, did you? NO, I DIDN'T.
5. Dalat isn't colder than Saigon, is it? YES, IT IS.
6. Dalat is colder than Saigon, isn't it? YES, IT IS.
7. You're feeling tired, aren't you?
8. John opened the window, didn't he?
9. They didn't forget their books, did they?
10. Ann doesn't want to go to the movies, does she?
11. John likes to get up early, doesn't he?
12. You're not feeling tired, are you?
13. Kiệt lives in Chợlớn, doesn't he?
14. Hùng doesn't live in Chợlớn, does he?
15. You study Vietnamese at school, don't you?

ORAL DRILL 26.5 To practice responses to both positive and negative "tag" questions. (Continued)

16. You study Chinese at school, don't you?
17. John's going to come to the party, isn't he?
18. They aren't leaving already, are they?
19. Huế was the old capital of Vietnam, wasn't it?
20. Huế wasn't the old capital of Vietnam, was it?

Pattern 26 d Here are some more verbs which do not take "-ed" after "have". These verbs also have a change of vowel.

come	came	HAVE COME	They have come to class without their books.
become	became	HAVE BECOME	John has become the best pupil in the class.
begin	began	HAVE BEGUN	We have begun to study advanced grammar.
drink	drank	HAVE DRUNK	They have drunk all the water.
sing	sang	HAVE SUNG	Năm has sung on the radio many times.
ring	rang	HAVE RUNG	The telephone has rung for five minutes.
sink	sank	HAVE SUNK	Last night's storm has sunk a lot of boats.
give	gave	HAVE GIVEN	I have given John 400 piastres since Monday.
see	saw	HAVE SEEN	I have seen a lot of interesting things since I came to Vietnam.
write	wrote	HAVE WRITTEN	They have written two letters during their vacation.
take	took	HAVE TAKEN	They have taken their books to class.
know	knew	HAVE KNOWN	I've known him for a long time now.
do	did	HAVE DONE	They've been there ten minutes, but they've done a lot of work already.
go	went	HAVE GONE	John's gone to the movies tonight.
be	was	HAVE BEEN	I've been here for twenty minutes now.

ORAL DRILL 26.6

1. Begin your work. I'VE BEGUN IT ALREADY.
2. Drink your coffee. I'VE DRUNK IT ALREADY.
3. Tell John to ring the doorbell. HE'S RUNG IT ALREADY.
4. Tell John to give Mary that book.
5. Write your name.
6. Tell John to come into the house.
7. Drink your tea.
8. Tell the students to sing "Home Sweet Home."
9. Tell John to see the new movies.
10. Do your homework.
11. Tell John to go home.

ORAL DRILL 26.6 (Cont'd.)

12. Tell John to take his medicine.
13. Tell John to begin the lesson.
14. Tell the students to drink their coffee.
15. Ring the bell.

Pattern 26 e

Previous Pattern:	I've	lived	in Saigon for two years.
New Pattern:	I've	been living	in Saigon for two years.

They've	been	working		for	two	hours	now.
She's	been	studying	French	for	five	years	now.
I've	been	waiting for	you	for	two	hours.	
He's	been	playing	tennis	all	morning.		

What have you been doing?	I've been gardening.
What 've they been drinking? [hwatəv]	They've been drinking tea.
Have they been working?	Yes, they have.
Has John been studying?	No, he hasn't.

COMMENTS

This pattern emphasizes the continuation of an action in the past right up to the moment of speaking. It is like Pattern 23 b, but stresses even more the duration of a past action up to the immediate present.

1) Use "have/has been .... ing" to express this pattern.
2) Use "haven't/hasn't been .... ing" as the negative form of this pattern.
3) Use "have/has" before the subject (you, they, John) to form the question pattern.

ORAL DRILL 26.7 To drill the "have been .... ing" pattern.

1.	work	I'VE BEEN WORKING FOR TWENTY MINUTES NOW.
2.	play	I'VE BEEN PLAYING FOR TWENTY MINUTES NOW.
3.	John	JOHN'S BEEN PLAYING FOR TWENTY MINUTES NOW.
4.	since this morning	JOHN'S BEEN PLAYING SINCE THIS MORNING.

5. sleep
6. study
7. they
8. we
9. you
10. yesterday
11. work
12. for ten minutes now
13. read
14. eat
15. Mary
16. he
17. drink
18. wait
19. teach
20. she
21. since this morning.
22. they
23. John and Mary

ORAL DRILL 26.8 To drill the use of the "have been .... ing" pattern.

1. What've you been doing? (read...book)
   I'VE BEEN READING A BOOK.
2. What's John been doing? (write ... letter)
   HE'S BEEN WRITING A LETTER.
3. Where's Mary been studying? (... in the library)
   SHE'S BEEN STUDYING IN THE LIBRARY.
4. Who've they been living with? (... their family)
   THEY'VE BEEN LIVING WITH THEIR FAMILY.
5. What's Mary been doing? (play .... tennis)
6. What's John been doing? (study .... grammar)
7. Where've those students been stuying? (.... at the University)
8. Who's Kiệt been talking to? (Mr. Campbell)
9. What's he been doing? (eat .... lunch)
10. What've they been doing? (drink .... coffee)
11. Who've you been writing to? (....my mother)
12. Why've they been waiting here? (it .... rain)
13. What've Mary and Betty been doing? (cook ,... dinner)
14. Why's that baby been crying? (feel .... hungry)
15. What've they been doing? (swim .... in the river)
16. Where's Kiệt been studying? (.... at the Faculty of Pedagogy)
17. Who's Betty been waiting for? (....Mrs. Smith)
18. What've those children been doing? (eat .... ice-cream)
19. What's John been writing? (....English composition)
20. Why's John been feeling tired? (....work too hard)
21. What's Jane been doing? (visit .... her friends)

GRAMMAR LESSON TWENTY-SEVEN

Pattern 27 a The use of "whether or not."

I want to go	for a walk	whether it rains	or not.
They like to go	to the sea	whether they can swim	or not.
John likes to study		whether the professor is there	or not.
We want to visit	Nha Trang	whether the road is good	or not.

COMMENTS

"Whether or not" is like the Vietnamese " có ..... hay không".

1) "Whether or not" joins phrases. Notice that "or not" is usually separated from "whether" and comes at the end of the sentence.

2) You will also hear the pattern "We want to go whether or not it rains. The meaning is the same as the pattern We want to go whether it rains or not."

ORAL DRILL 27.1. To drill the use of "whether or not."

1. Do you want to remain at the Faculty of Pedagogy if you fail your exam?
   YES, I WANT TO REMAIN AT THE FACULTY OF PEDAGOGY WHETHER I FAIL MY EXAM OR NOT.
   or, YES, I WANT TO REMAIN AT THE FACULTY OF PEDAGOGY WHETHER OR NOT I FAIL MY EXAM.
2. Do you want to go on the trip if you don't feel well?
   YES, I WANT TO GO ON THE TRIP WHETHER I FEEL WELL OR NOT.
3. Do you like to eat rice if it is cold?
   YES, I LIKE TO EAT RICE WHETHER IT IS COLD NOR NOT.
4. Can you understand English if you don't have a book?
5. Do you go to the movies if you have homework to do?
6. Do you study if the professor isn't there?
7. Do you like to go to the sea if the weather is cold?
8. Do you want to come to the party if Mrs. Smith is there?
9. Do you like to go to the movies if there are a lot of people there?
10. Do you want to go on the picnic if it rains?
11. Can you listen to the radio if people are talking?
12. Do you like to study if you are tired?

Pattern 27 b The use of "if" and "unless."

I like to read if I have time.	I don't like to read unless I have time.
I like to drink tea if it is hot enough.	I like to drink tea unless it is too hot.
We swim every day if the weather is nice.	We swim every day unless theweather is bad.
I study if I am not too tired.	I study unless I am too tired.

COMMENTS

"If" is like the Vietnamese "Nếu." "Unless" is like the Vietnamese "Trừ ra."

1) "If" and "unless" join phrases so that their usual position is in between the statements which they connect.

ORAL DRILL 27.2 To drill the use of "if" and "unless".

1. I have enough money. I won't go home for my vacation.
   I WON'T GO HOME FOR MY VACATION UNLESS I HAVE ENOUGH MONEY.
2. He speaks too fast. I can't understand him.
   I CAN'T UNDERSTAND HIM IF HE SPEAKS TOO FAST.
3. He speaks slowly. I can't understand him.
   I CAN'T UNDERSTAND HIM UNLESS HE SPEAKS SLOWLY.
4. You'll give me your address. I'll write to you.
5. We try. We can learn many languages.
6. They work hard. Those students will never speak well.
7. You'll give me some money. I'll buy you a mango.
8. The water is clean. I like to swim.
9. The water is clean. I don't like to swim.
10. There's a good movie. I like to stay at home.
11. He's very ill. John never goes to the doctor.
12. You practice a lot. It's not hard to speak English.
13. It's too hot. Let's play tennis this afternoon.
14. You'll give me yours. I'll give you my book.
15. You have passed the entrance exam. You can't go to the Faculty of Pedagogy.
16. They work hard. Those students will pass the exam.
17. He is tired. He goes to the movies every night.
18. You'll give me your number. I'll telephone you.

Pattern 27 c The use of "although" and "because."

I like to learn English although it is not easy.	I like to learn English because I want to increase my knowledge.
John went to Vũng-Tàu although the road was flooded.	John went to Vũng-Tàu because his friend was there.
John tries to speak Vietnamese although it is not easy for him.	John tries to speak Vietnamese because he wants to talk to people.

COMMENTS

"Although" is like the Vietnamese "tuy rằng".
"Because" is like the Vietnamese "Bởi vì."

COMMENTS (Cont'd.)

1) "Athough" and "because" join phrases so that their usual position is in between statements.

2) Do not use "but" together with "although."

ORAL DRILL 27.3 To drill the use of "although" and "because."

1. Tuấn learned English. It was difficult.
TUẤN LEARNED ENGLISH ALTHOUGH IT WAS DIFFICULT.

2. Hoà failed her exams. She was lazy.
HOÀ FAILED HER EXAMS BECAUSE SHE WAS LAZY.

3. John didn't go to the movies. He was very tired.
JOHN DIDN'T GO TO THE MOVIES BECAUSE HE WAS VERY TIRED.

4. Mary didn't eat any fish. She was very hungry.
5. John can't speak Vietnamese. He has tried very hard.
6. I'm going to go home. I don't want to.
7. The students went to sleep early. They were tired.
8. The students were tired. They had worked hard.
9. John gave the man some money. He looked so unhappy.
10. The children woke up. They heard a noise.
11. Mary didn't wake up. The noise was very loud.
12. Paul can't go to the movies often. He has too much work to do.
13. John often goes to the movies. He has a lot of work to do.
14. Many students can't speak English well. They have been studying it for a long time.
15. I thought Ann was at the party. I didn't see her.
16. The child is crying. It has cut its finger.
17. John likes Saigon. He doesn't like hot weather.
18. Some people don't like to spend money. They are very rich.

Pattern 27 d The use of "because of" and "in spite of."

I	took	my umbrella	because of	the rain.
John	didn't come		because of	his illness.
We	played	tennis	in spite of	the rain.
I	didn't take	my umbrella	in spite of	the rain.

COMMENTS

"Because of" and "in spite of" are like the Vietnamse " Vì lẽ" and " Mặc dầu" but they are used only with nouns. (the rain, his illness, etc.)

COMMENTS (Cont'd.)

1. I can't sleep because those children are so noisy.
I CAN'T SLEEP BECAUSE OF THE NOISE

2. We can't play tennis because it is so hot.
WE CAN'T PLAY TENNIS BECAUSE OF THE HEAT.

3. I like to go to Phú Quốc because the sea is there.
I LIKE TO GO TO PHÚ-QUỐC BECAUSE OF THE SEA.

4. They want to study English because it is useful.
THEY WANT TO STUDY ENGLISH BECAUSE OF ITS USEFULNESS.

ORAL DRILL 27.4 To drill the use of "because of."

5. John couldn't come to the party because he was ill.
6. Mary didn't go for a walk because the weather was bad.
7. Nguyệt likes to learn English because the teacher is good.
8. The man didn't enter the garden because the dog barked.
9. The airplane was late because it was raining.
10. The telephone doesn't work because there was a storm.
11. John liked Dalat because it was cold.
12. Tuấn can't get a good job because his English is not good.
13. I like the country because it's so quiet.
14. I don't like the city because it's so noisy.
15. The child cried because the thunder woke him.

ORAL DRILL 27.5

1. Mary works although she is ill.
MARY WORKS IN SPITE OF HER ILLNESS.

2. We left for Nha-Trang although it was raining.
WE LEFT FOR NHA-TRANG IN SPITE OF THE RAIN.

3. Mary went to the party although the doctor told her not to go.
MARY WENT TO THE PARTY IN SPITE OF THE DOCTOR.

4. Tuấn comes to school although he lives a long distance away.
TUẤN COMES TO SCHOOL IN SPITE OF THE DISTANCE.

5. John went to sleep although there was a lot of noise.
6. The students swam in the river although it was dangerous.
7. Mary bought the book although it was expensive.
8. They bought a house although it was very costly.
9. The student continued to study although he was sick.
10. They didn't say anything although they were very angry.

ORAL DRILL 27.5 (Cont'd.)

11. Mr. Smith still walks to work although he is old.
12. Hoa didn't pass her exam although she had worked.
13. I enjoyed my lunch although the coffee was cold.
14. John likes Saigon although the climate is very hot.
15. Mary went to Mỹ-Tho although John told her not to go.
16. The students arrived early although they were delayed.
17. Mary worked very hard although she had a headache.

Pattern 27 e More verbs which do not have "-ed" past forms.

draw	drew	HAVE DRAWN	You'll find my house easily. I've drawn a map of the street for you.
fly	flew	HAVE FLOWN	That airplane has flown from Saigon to Hong-Kong in two hours.
throw	threw	HAVE THROWN	That naughty child has thrown his spoon on the floor.
grow	grew	HAVE GROWN	Those children have grown a lot since last year.
get	got	HAVE GOT(TEN)	I haven't gotten a letter this month.
forget	forgot	HAVE FORGOTTEN	John's forgotten Mary's telephone number.
wear	wore	HAVE WORN	Mary hasn't worn her blue dress since last month.
speak	spoke	HAVE SPOKEN	Kiệt's spoken English since he was a child.
break	broke	HAVE BROKEN	Those children are unhappy because they've broken a window.
choose	chose	HAVE CHOSEN	Tom's chosen a good number. He's won the lottery.

ORAL DRILL 27.6

1. Don't forget John's telephone number!	I'VE FORGOTTEN IT ALREADY
2. Tell Mary to wear her new dress today.	SHE'S WORN IT ALREADY.
3. When are they going to choose a name for their baby?	THEY'VE CHOSEN ONE ALREADY.

4. When's the President going to speak?
5. Break that stick.
6. Tell John to throw the ball to them.
7. Tell him to grow some flowers.
8. Tell the students not to get any ink.
9. Tell him to fly to Singapore.
10. Don't draw on that paper.

Pattern 27 f The use of "had .... -ed."

(This is a pattern for advanced students. It is best introduced at this point but since grammarians are not agreed on its necessity, it may be deferred at the teacher's discretion.)

What had you eaten before lunch?	I'd eaten some rice.
Where had he lived before he came here?	He'd lived in Dalat before he came here.
Why had they opened the doors?	They'd opened the doors because the weather was hot.
Had you learned English before you learned French?	Yes, I had.
Had you lived in Huê before you lived in Saigon.	No, I hadn't, but I had lived in Tourane.

The students had practiced their English before they went to America.

COMMENTS

The form "had .... -ed" indicates an action over a certain period in the past. It is often used to indicate a sequence of action, i.e., when one action follows another, the first action usually takes the "had .... -ed" form.

1) Use "had .... -ed" with all persons (I, you, he, she, it, we, you, they, John, etc.).

ORAL DRILL 27.7

1. Had he waited for you long? (yes)	YES, HE HAD.
2. Had they begun the lesson before you came in? (No)	NO, THEY HADN'T.
3. Had John drunk his coffee before you saw him? (yes)	YES, HE HAD.

4. Had they learned to swim before they went to the sea? (yes)
5. Had the students studied hard before they took the examination? (no)
6. Had Mary and John known you before they came to Saigon? (yes)
7. Had you studied English before you went to the University? (yes)
8. Had they bought the house before they bought the car? (no)
9. Had she lived in Vietnam before she went to Laos? (no)
10. Had he told you that he wanted you to go? (yes)
11. Had Paul given him the money before you came? (no)
12. Had they waited for you long? (yes)
13. Had he gone to the airport before he went to the bus station? (no)

ORAL DRILL 27.8

1. What had he eaten before he became ill? (fish)
I THINK HE'D EATEN SOME FISH.
2. Where had they lived before they came to Saigon? (Biên-Hoà)
I THINK THEY'D LIVED IN BIÊN-HÒA.

ORAL DRILL 27.8 (Con'td.)

3. How had he reached the other side of the river? (swimming)

I THINK HE'D REACHED IT BY SWIMMING.

4. Where had he studied before he came to Saigon? (University of Huế)
5. What had they spoken before they spoke English? (French)
6. Who had he seen before he saw Betty? (Ann)
7. How had she learned English before she learned French? (living in England)
8. What had they drunk before they went to sleep? (tea)
9. Who had Mary visited before she went home? (Betty)
10. Where had he worked before he worked for you? (Gia-Dịnh)
11. What had he written on the page before the teacher stopped him? (his name)
12. Who had John written to before he went to school? (his mother)
13. How much money had Kiệt spent before he went home? (200 piastres)

GRAMMAR LESSON TWENTY-EIGHT

Pattern 28 a The use of "-self .... -selves" in the pattern "I enjoy myself."

I	see	myself.	We	see	ourselves.
You	see	yourself.	You	see	yourselves.
He	sees	himself.	They	see	themselves.
She	sees	herself.			
It	sees	itself.			

COMMENTS

"I see myself." is like Vietnamese "Tôi thấy tôi."

Use "-self/-selves" to show that the person who carries out an action is the same as the person who receives it.

1) Use the form "-self" with "I, you, he, she, it, John, etc.", that is, with singular subjects.

2) Use the form "-selves" with "we, you, they, the students, etc.", that is with plural subjects.

ORAL DRILL 28.1 To practice "-self .... -selves" where the subject performs and receives the action.

1.	John told a story.	HE TOLD HIMSELF A STORY.
2.	Mary cut her hand.	SHE CUT HERSELF.
3.	The students are going to wash.	THEY'RE GOING TO WASH THEMSELVES.

4. John hurt his foot.
5. Betty asked a question.
6. They taught English.
7. The dog scratched its ear.
8. They can hear.
9. The baby can feed.
10. Ann told a lie.
11. Kiệt corrected his mistakes.
12. The children can wash.
13. Jack and Bob dressed.

Pattern 28 b The use of "-self ...-selves" in the pattern "I bought myself a coat."

I bought	myself	a coat.
Betty made	herself	a cake.
They sent	themselves	letters.
John cut	himself	a slice of bread.

COMMENTS

This pattern is very similar to the previous pattern except that the action is not so directly received by the same person, or persons, who perform the action.

1) Use "myself, himself, themselves, etc." immediately after the verb in this pattern.

2) Do not use "for" with this pattern.

ORAL DRILL 28.2 To practice the use of "-self .... -selves" in the pattern "He bought himself a shirt."

1. The boys made some sandwiches.	THE BOYS MADE THEMSELVES SOME SANDWICHES.
2. Kiet bought a mango.	KIET BOUGHT HIMSELF A MANGO.
3. Mary's going to cut a slice of cake.	MARY'S GOING TO CUT HERSELF A SLICE OF CAKE.

4. I'm going to write a letter.
5. She sent a package.
6. Kiet found a job.
7. They're going to build a house.
8. The girls cooked a meal.
9. The children are going to give presents.
10. Mary made a dress.
11. Bill got a glass of water.
12. Henry and Bob bought a car.
13. The students prepared a meal.

Pattern 28 c

Previous Pattern:	I bought	myself	a coat.
New Pattern:	I bought	a coat	myself.

I	bought	a coat	/myself.
Betty	made	a cake	/herself.
They	sent	letters	/themselves.
John	cut	a slice of bread	/himself.

COMMENTS

In this pattern the performer of the action and the receiver of the action are **not necessarily** the same. This pattern emphasizes the identity of the performer of the action. "John bought a book himself" = "John (not any other person) bought a book." In the previous pattern "John bought himself a book." = "John bought a book for himself."

1) Put "myself, yourself, himself, herself, itself, ourselves, yourselves, themselves" at the end of the sentence in this pattern.

2) / = a slight pause.

ORAL DRILL 28.3

1. The boys made some sandwiches.	THE BOYS MADE SOME SANDWICHES THEMSELVES.
2. Kiet bought a mango.	KIET BOUGHT A MANGO HIMSELF.
3. Mary's going to cut a slice of cake.	MARY'S GOING TO CUT A SLICE OF CAKE HERSELF.

Continue with examples 4- 13 from ORAL DRILL 28.2

Pattern 28 d The use of "by ...-self ...-selves."

John	went	to school	by	himself.
The children	opened	the door	by	themselves.
She	lives		by	herself.

COMMENTS

In this pattern "by" with "...-self ... -selves" is the same as "alone." Thus, "Mary lives by herself" = "Mary lives alone." "Alone" is like the Vietnamese "Một mình."

1) Use "by" with "myself, himself, ourselves, etc." at the end of this pattern.

ORAL DRILL 28.4

1. Did you go alone?	DID YOU GO BY YOURSELF?
2. We live alone.	WE LIVE BY OURSELVES.
3. Mary likes to be alone.	MARY LIKES TO BE BY HERSELF.

4. I don't like to go to the movies alone.
5. He likes to work alone.
6. The students are reading alone.
7. That student likes to study alone.
8. Kiệt went to Phú-Quốc alone.
9. Hoà is going to fly to America alone.
10. Peter and Paul were alone.
11. We want to eat alone.
12. You can't lift that package alone.
13. The boy went home alone.
14. The boys went home alone.
15. He likes to walk alone.

Pattern 28 e The obligatory use of "-ing" after certain verbs.

Previous Pattern:	I	wanted	to sing.	(Lesson 18)
New Pattern:	I	enjoyed	singing.	

I	enjoyed	singing.
I	kept on	singing.
I	finished	singing.

A

1. enjoy
2. keep on
3. finish
4. avoid
5 consider
6. get through
7. insist on
8. give up
9. detest.

COMMENTS

The seven verbs in Box A are always followed by the "...-ing" form of the verb in this pattern. Do not use "to" after these verbs, i.e., do not say "I enjoy to sing." This is a mistake.

ORAL DRILL 28.5

1. enjoy I ENJOY STUDYING.
2. want I WANT TO STUDY.
3. avoided I AVOIDED STUDYING.

4. finished
5. working
6. kept on
7. want
8. hoped
9. wanted
10. enjoyed
11. avoided
12. decided
13. insisted on
14. expected
15. got through
16. considered
17. decided
18. finished
19. gave up

ORAL DRILL 28.6

1. John .... enjoys .... swim. JOHN ENJOYS SWIMMING.
2. Mary .... decided .... swim. MARY DECIDED TO SWIM.
3. They .... considered .... take the exam. THEY CONSIDERED TAKING THE EXAM.

4. We .... wanted .... leave.
5. They .... insisted on .... stay.
6. John .... expected .... go.
7. Betty ... avoided ..... go.
8. He ...... decided ..... eat.
9. We ...... hoped ...... win.
10. I .... hoped .... win.
11. I .... wanted ...... read.
12. She ......kept on ..... talk.
13. They .... planned ..... go.
14. We ...... needed ...... study.
15. They avoided ..... study.
16. He ......got through ..... write.
17. She .... gave up ..... smoke.
18. Bob and Bill .... learned .... write Chinese.
19. Betty and Jane .... intended .... write.
20. We needed .... rest.
21. The student .... avoided .... do his homework.
22. The teacher .... finished .... teach.
23. The pupils ..... enjoyed .... learn.
24. He wanted .... finish the lesson.

ORAL DRILL 28.6 (Cont'd.)

25. He considered .... finish early.
26. We .... kept on .... do our work.
27. They gave up ,.... try to stop us.
28. I wanted ..... learn English.
29. I detested .... drink milk when I was a child.

Pattern 28 f   More verbs which do not have past forms in "...-ed."

blow	blew	HAVE BLOWN	[blo^{u}n]	The wind has blown the clouds away.
ride	rode	HAVE RIDDEN	[rɪdən]	I have never ridden a horse.
rise	rose	HAVE RISEN	[rɪzən]	I like to get up before the sun has risen.
shake	shook	HAVE SHAKEN	[še^{i}kən]	Those children have shaken some mangos off the tree.
tear	tore	HAVE TORN	[tɔrn]	That pupil has torn his book.
swear	swore	HAVE SWORN	[swɔrn]	He has sworn to tell the truth.
steal	stole	HAVE STOLEN	[sto^{u}lən]	A thief has stolen John's bicycle.
freeze	froze	HAVE FROZEN	[fro^{u}zən]	The tea in the refrigerator has frozen.
lie	lay	HAVE LAIN	[le^{i}n]	Those letters have lain there for weeks.

ORAL DRILL 28.7

1. Did Paul swear yesterday?   YES, BUT HE HASN'T SWORN SINCE.
2. Did the pond freeze last winter?   YES, BUT IT HASN'T FROZEN SINCE.
3. Did the wind blow hard last night?   YES, BUT IT HASN'T BLOWN SINCE.
4. Did you ride horses when you were a child?
5. Did the river rise last September?
6. Did the house shake a minute ago?
7. Did Bill tear his shirt yesterday?
8. Did that dog steal some meat yesterday?
9. Did the children lie there last night?

Pattern 28 g   The use of "had been ..... -ing."

I	had been working	in the library	before I went home.
They	had been eating	their dinner	before they heard the noise.
We	had been waiting	for two hours	before he came.

COMMENTS

This pattern is used with actions which occurred in past time.

The continuation or duration of the action for some time in the past is stressed in this pattern. This is an advanced pattern.

COMMENTS (Cont'd.)

1) Use "had been ....-ing" with all persons in this pattern.

ORAL DRILL 28.8

1. What had they been doing before the policeman stopped them? (making a noise)
   THEY'D BEEN MAKING A NOISE.
2. Where had you been living before you came to Saigon? (Nha-Trang)
   I'D BEEN LIVING IN NHA-TRANG.
3. How had he been passing the time before you saw him? (reading a newspaper)
   HE'D BEEN READING A NEWSPAPER.
4. What had he been doing before he came to work for you? (driving a truck)
5. Where had they been studying before they came to Saigon? (Huê)
6. How long had Bill been waiting before the bus came? (ten minutes)
7. What had you been studying before you studied mathematics? (languages)
8. Who had she been speaking to before she spoke to you? (Dr. Anthony)
9. Where had he been working before you gave him a job? (in a govern-
10. What had they been eating before they felt ill? (mangos)
11. Who had Mary been playing tennis with before she went home? (Betty)
12. How long had they been playing before she went home? (two hours)
13. Where had they been living before they came to your house? (Cholon)
14. What had they been doing before class began? (their homework)
15. Who had Ann been visiting before she visited you? (her sister)

Pattern 28 h

I was working in the library when the storm began.
They were eating their lunch when it began to rain.
John was walking home when he saw an accident.
I was living in Dalat before I lived in Saigon.
She was wearing a new dress when she went to the dance.

COMMENTS

This pattern is used when speaking about events which occurred in past time. The length or duration of the action is not stressed in this pattern, but the continuation of the action up to the occurrence of another event is frequently stressed, e.g., "I was working in the library when the storm began." = "I was working in the library right up to the moment the storm began."

1) Do not use "for .... " with this pattern, i.e., do not say "I was working in the library for two hours when the storm began."

ORAL DRILL 28.9

1. What were you doing when the storm began? (studying in the library)
I WAS STUDYING IN THE LIBRARY.

2. Where was John going when he saw the accident? (home)
HE WAS GOING HOME.

3. Who were they speaking to when I saw them? (their teacher)
THEY WERE SPEAKING TO THEIR TEACHER.

4. What was he reading when you spoke to him? (a newspaper)
5. Where was she waiting when they saw her? (in the station)
6. How was Peter feeling when you visited him today? (better)
7. Who were the students talking to when you saw them? (their teacher)
8. Where were the children swimming when John saw them? (in the sea)
9. What was Paul saying before I interrupted him? (he was tired.)
10. Where were you going when I saw you yesterday? (home)
11. Why was John waiting at the bus station last night? (waiting for a friend to arrive)
12. Who was John waiting for last night? (a friend)
13. What was Ngoc studying before she studied English? (history)

GRAMMAR LESSON TWENTY-NINE

Pattern 29 a   The use of "could have, should have, might have, must have."

We	should have	listened	to what the teacher said.
He	could have	passed	the examination when he was in Secondary School.
Paul	might have	been	in the library.
They	must have	come	by a later train.

COMMENTS

"Should have" and "could have" are like the Vietnamese "Đáng lẽ ... phải"

"Might have" is like the Vietnamese "Có lẽ ..."

"Must have" is like the Vietnamese "Có thể ..."

1) With expressions like "yesterday, last night, last week" which signal past time, use "should have, could have, might have, must have."

2) Do not use "had" with this pattern, i.e. do not say "I should had gone."

3) The usual pronunciation in conversation is [šʊ́dəv] for "should have," [kʊ́dəv] for "could have," [má^{i}təv] for "might have," [mə́stəv] for "must have."

ORAL DRILL 29.1   The use of "could have, should have, might have, etc."

1. might   I MIGHT HAVE FELT TIRED.
2. he   HE MIGHT HAVE FELT TIRED.
3. they   THEY MIGHT HAVE FELT TIRED.
4. should   THEY SHOULD HAVE FELT TIRED.

5. must
6. could
7. we
8. I
9. might
10. they
11. bored
12. must
13. hungry
14. thirsty
15. he
16. she
17. might
18. could
19. should
20. we
21. you
22. sleepy
23. I
24. must
25. he
26. might
27. should
28. could
29. must

ORAL DRILL 29.2   The use of "could have, etc." in contrast to "could, etc."

1. might   HE MIGHT WORK.
2. yesterday   HE MIGHT HAVE WORKED YESTERDAY.
3. could   HE COULD HAVE WORKED YESTERDAY.
4. tomorrow   HE COULD WORK TOMORROW.

5. must
6. yesterday
7. practiced
8. could
9. should
10. tomorrow
11. study
12. must
13. yesterday
14. might
15. must
16. should
17. tomorrow
18. could
19. rest
20. yesterday
21. might
22. could
23. must
24. should

ORAL DRILL 29.3

1. Your friend speaks English very well. (practice a lot)
HE MUST HAVE PRACTICED A LOT.

2. Kiệt doesn't speak English very well. (practiced more)
HE SHOULD HAVE PRACTICED MORE.

3. John went to the doctor yesterday. (felt ill)
HE MUST HAVE FELT ILL.

4. Peter didn't telephone me last night.
HE MIGHT HAVE FORGOTTEN. or HE COULD HAVE FORGOTTEN.

5. Those students failed their exams. (studied harder)
6. Bob was tired yesterday, (worked too hard)
7. Mary slept during the movie. (kept awake)
8. The grass is wet. (rained last night)
9. Paul was lazy. He didn't try to come first in the race. (won)
10. He has a cut on his hand. (cut himself)
11. Bill didn't have any food in the house last night. (bought some)
12. I saw Tuyet take some medicine yesterday. (been ill)
13. I don't know why they didn't come to the party. (been tired)
14. Those students ate a lot of food. (been hungry)

ORAL DRILL 29.4 To practice the question form of Pattern 29 a.

1. I didn't ask him about his work when I met him. (should)
SHOULD I HAVE ASKED HIM ABOUT IT LATER?

2. He didn't go to work this morning. (might)
MIGHT HE HAVE GONE LATER?

3. They didn't go to work this morning. (might)
COULD THEY HAVE STUDIED LATER?

4. Mr. Smith didn't come to the office at nine o'clock. (might)
5. Kiệt didn't try to pass his exams this term. (should)
6. Although I waited until evening, my friend didn't arrive. (might)
7. She didn't write any letters last night. (could)
8. He didn't rest this morning. (could)
9. Ruth didn't call up Betty last night. (should)
10. He didn't work yesterday morning. (might)
11. The students didn't arrive at ten o'clock. (could)
12. They didn't go to school in the morning. (should)
13. He didn't come home during the afternoon. (might)
14. My friend didn't telephone yesterday. (could)
15. John didn't visit his mother this morning. (should)
16. They didn't eat their lunch at noon. (might)

Pattern 29b

They	should have been working	last night.
We	could have been studying	for our exam.
Paul	might have been visiting	his friend.
He	must have been driving	too fast.

COMMENTS

This pattern emphasizes the continuation or duration of an action or process in past time.

1) Use "must)
"could)
"should) + Have been .... ing" with all persons in this pattern.
"might)

ORAL DRILL 29.5

1. John wasn't studying when I got home last night. (should)
HE SHOULD HAVE BEEN STUDYING.
2. Jane wasn't at home when I went to her house. (might ...visit... friend)
SHE MIGHT HAVE BEEN VISITING HER FRIEND.
3. They weren't reading when we saw them. (could...read...before)
THEY COULD HAVE BEEN READING BEFORE.
4. Betty and Mary were standing on the corner of the street. (might...wait..John)
5. Kiệt wasn't at the dance last night. (could...do...homework)
6. I saw Margaret at the movies yesterday afternoon. (should...work)
7. Jane looked very sick when I saw her. She works very hard. (might...work... too hard)
8. We saw Eric at the station yesterday. (could...go on a trip)
9. They didn't understand what the teacher said. (should...pay...attention)
10. Although Mary is very good at tennis, she lost the game. (might..try...too hard)
11. I went to Peter's room and knocked on the door. There was no answer. (might ......sleep)
12. Henry telephoned the doctor and asked him to come quickly. (must..feel..ill)
13. Ann didn't come to the movies at 6 P.M. (could...eat...her dinner)
14. Thuễn was sleeping on the veranda this afternoon. (should...work...in the garden)
15. Bill was writing a long letter last night. (must...write...home)
16. The students didn't want to play football. (might...feel....tired)
17. They didn't go to Vung-Tau last Sunday. (must...rain...too much)
18. Kiệt looked very worried yesterday. (might...think...about...his exam)

ORAL DRILL 29.6 To practice the contrast between "should have...-ed" and "should have been ...-ing," etc.

1. Mary is always tired after she studies. She studied yesterday. (must)
SHE MUST HAVE BEEN TIRED.

2. Kiệt often plays tennis in the afternoon. I telephoned him yesterday afternoon, but he wasn't at home. (might)
HE MIGHT HAVE BEEN PLAYING TENNIS.

3. He is very rich but he didn't give that poor woman any money. (could)
HE COULD HAVE GIVEN HER SOME.

4. Tuyết is going to take an examination tomorrow. She needs to study a lot. I telephoned her house but she wasn't studying. (should)
5. Tuyết took her examination. She failed it. She didn't study. (should)
6. John's always tired after he plays tennis. He played tennis yesterday. (must)
7. Ngoc often sleeps in the afternoon. When I telephoned her yesterday afternoon, she didn't answer. (could)
8. It was raining yesterday, but Henry wasn't wearing a raincoat. (should)
9. It is cold in Dalat in December. Jane caught a cold. She didn't wear a coat. (should)
10. Betty is often ill. She didn't come to school yesterday. (might)
11. Helen always writes home on Sunday. I saw her writing last Sunday. (must)
12. Mary hasn't written to her parents for a long time. She had time to write yesterday, but she didn't. (should)
13. John often studies in the library. He wasn't at home yesterday. (might)
14. Kiệt runs very well. He didn't win the race yesterday because he wasn't trying. (should)
15. They have a lot of money. They didn't buy any books. (could)

Pattern 29 c

Should I have gone by airplane?	Yes, you should have.
Might John have been ill yesterday?	Yes, he might have.
Could they have been waiting for long?	No, they couldn't have.
Should they have opened our letters?	No, they shouldn't have.

COMMENTS

1) Use this pattern in short responses to questions with "should ... have," etc.

2) You may omit the "have" in the short responces in this pattern without changing the meaning.

ORAL DRILL 29.7

1. Should he have waited longer? (yes) YES, HE SHOULD HAVE.
2. Might she have been studying last night? (yes) YES, SHE MIGHT HAVE.
3. Could he have passed the exam? (no) NO, HE COULDN'T HAVE.

4. Might they have come by another way? (yes)
5. Could he have understood what you said? (no)
6. Should they have opened the window. (no)
7. Could they have left before we arrived? (yes)
8. Might she have forgotten his telephone number? (yes)
9. Should they have been studying English yesterday? (yes)
10. Could they have been wasting their time? (no)
11. Might you have got(ten) a better job? (yes)
12. Should she have spoken loudly? (no)
13. Might she have been feeling ill? (yes)
14. Could they have forgotten to come? (yes)
15. Should that student have been reading in the library? (yes)
16. Might Paul have missed the train? (yes)
17. Could the train have been late? (no)
18. Should they have been eating their lunch at noon? (yes)

ORAL DRILL 29.8 To practice short answers to various types of questions.

1. Should he have studied last night? (yes) YES, HE SHOULD HAVE.
2. Might he have been feeling tired? (yes) YES, HE MIGHT HAVE.
3. Have you studied English for long? (no) NO, I HAVEN'T.
4. Did they understand what I said? (yes) YES, THEY DID.

5. Might Peter have been waiting for Mary? (yes)
6. Has John finished writing yet? (no)
7. Did you go to the movies last night? (yes)
8. Should they have taken the examination? (yes)
9. Have you seen Mary recently? (no)
10. Might Henry have worked too hard for his exam? (yes)
11. Should we have waited for Kiệt? (yes)
12. Did you meet Mrs. Smith at the party? (no)
13. Has Khâm left already? (no)
14. Have those students been going to classes regularly? (yes)
15. Could they have gone to the wrong class? (no)
16. Did the train arrive late? (no)
17. Might Betty and Bill have missed the train? (yes)
18. Should Paul have been writing letters last night? (no)
19. Has Nguyệt forgotten Ann's telephone number? (yes)
20. Did the students leave early today? (no)

Pattern 29 d

I didn't study last night,	but I should have.
I went to the movies,	but I shouldn't have.
He didn't go the party,	but he could have.
It didn't rain yesterday,	but it might have.
Năm thought he had passed his exam,	but he couldn't have.

COMMENTS

This pattern shows the use of "should have, might have," etc., in statements which are joined together with "but".

ORAL DRILL 29.9

1. I didn't work yesterday. (should)
   I DIDN'T WORK YESTERDAY, BUT I SHOULD HAVE.
2. John said that he had flown to Baria. (could)
   JOHN SAID THAT HE HAD FLOWN TO BARIA, BUT HE COULDN'T HAVE.
3. I thought I had closed the window. (might)
   I THOUGHT I HAD CLOSED THE WINDOW BUT I MIGHTN'T HAVE.
4. I wasted a lot of time yesterday. (should)
5. John thought he had given his book to Paul. (might)
6. Margaret didn't go to the party last night. (could)
7. Kiệt said that he had seen snow in Dalat. (could)
8. Peter didn't write home last week. (should)
9. Frank said he hadn't wasted any time yesterday. (might)
10. Jane drove very fast this morning. (should)
11. Ngọc didn't take a vacation last year. (could)
12. Kiệt said it snowed in Dalat last week. (could)
13. Hồng thought she had locked the door. (might)
14. Those students didn't listen to the teacher. (should)
15. They didn't pass their test. (could)
16. John said it didn't rain in Vũng-Tàu last week. (might)
17. I forgot his telephone number. (should)
18. We didn't go for a walk this evening. (could)

GRAMMAR LESSON THIRTY

(Review Lesson)

1. (To review the use of "more than, as .... as, -er than, etc.")

    1. John has 800 piastres. Paul has 80 piastres.
    JOHN HAS MORE MONEY THAN PAUL.

    2. Kiệt is twenty-two. Năm is twenty-three.
    KIỆT IS YOUNGER THAN NĂM.

    3. Hồng is intelligent. Cúc is very intelligent.
    CÚC IS MORE INTELLIGENT THAN HỒNG.

    4. Mary is twenty-five. Jane is twenty-five.
    MARY IS AS OLD AS JANE.

    5. Eric is 160 cm. tall. Bernard is 170 cm. tall.
    6. Peter has two brothers. Paul has three brothers.
    7. Bill is strong. Roger is very strong.
    8. My book is expensive. Your book is very expensive.
    9. Kiệt is serious. Tuấn is very serious.
    10. This student is lazy. That student is very lazy.
    11. Jack's dog is stupid. Eric's dog is very stupid.
    12. Mary is 160 cm. tall. Jane is 160 cm. tall.
    13. Mr. Black is nice. Mr. Smith is very nice.
    14. This boy is happy. That boy is very happy.
    15. The second lesson was easy. The first one was very easy.
    16. Peter is intelligent and Paul is too.
    17. This exercise is difficult. The other exercise is very difficult.
    18. This lesson is short. The other lesson is very short.

2. (To review the use of "...-er than" and "more...-ly than" and "as....as" in such sentences as "Paul walks quicker than John.", "Eric speaks more carefully than Jack.", and "Jack works as hard as Jill.")

    1. Lang speaks English well. Nhâm speaks English very well.
    NHÂM SPEAKS ENGLISH BETTER THAN LANG.

    2. Henry looks smart. Don looks very smart.
    DON LOOKS SMARTER THAN HENRY.

    3. Mr. Smith talks quickly and Mr. Jones does too.
    MR. SMITH TALKS AS QUICKLY AS MR. JONES.

    4. This driver drives very carefully. That driver drives carefully.
    THIS DRIVER DRIVES MORE CAREFULLY THAN THAT ONE.

2. (To review the use of "...-er than" and "more...-ly than" and "as ...as" in such sentences as "Paul walks quicker than John.", "Eric speaks more carefully than Jack.", and "Jack works as hard as Jill.") (Cont'd.)

5. Cúc studies quietly. Kiệt studies very quietly.
6. We read quickly and they do too.
7. Ann drives rapidly. Mary drives very rapidly.
8. George looks old. Bill looks very old.
9. Peter reads fast and Paul does too.
10. Tuấn swims well. Kiệt swims very well.
11. Mary sings beautifully. June sings very beautifully.
12. This student attends class regularly. That student attends class very regularly.
13. He works hard. She works very hard.
14. We work hard and they do too.
15. Thuấn speaks English clearly. Năm speaks English very clearly.
16. Henry speaks Vietnamese well. Bernard speaks Vietnamese very well.

3. (To review the use of "the ... -est" and "the most ..."

1. Betty and Pauline are beautiful.
BETTY AND PAULINE ARE BEAUTIFUL BUT MARY IS THE MOST BEAUTIFUL.

2. John and Paul are smart.
JOHN AND PAUL ARE SMART BUT MARY IS THE SMARTEST.

3. Jack and Jill are lazy.
JACK AND JILL ARE LAZY BUT MARY IS THE LAZIEST.

4. Bill and Joe are intelligent.
5. Jean and Jane are sick.
6. Ruth and Margaret are charming.
7. Charlotte and Betty are tall.
8. Peter and Paul are short.
9. Bob and Ruth are interesting.
10. Joan and Eileen are rich.
11. Elizabeth and Marion are poor.
12. Susan and John are boring.
13. Jack and Jill are helpful.
14. Barbara and Peggy are thin.
15. Bill and Ruth are hard-working.

4. (To review the use of "the ...-est" and "the most ..." with verbs.)
    1. Peter and Paul work slowly.
       PETER AND PAUL WORK SLOWLY BUT JOHN WORKS THE SLOWEST.
    2. Ruth and Jack speak rapidly.
       RUTH AND JACK SPEAK RAPIDLY BUT JOHN SPEAKS THE MOST RAPIDLY.
    3. June and Elizabeth study diligently.
       JUNE AND ELIZABETH STUDY DILIGENTLY BUT JOHN STUDIES THE MOST DILIGENTLY.
    4. Henry and Peter drive carefully.
    5. Susan and Paul work fast.
    6. Bill and Ruth talk politely.
    7. Peggy and Ruth read quickly.
    8. Bob and Charlotte attend classes regularly.
    9. Joan and Eileen smile cheerfully.
    10. Jack and Jill work hard.
    11. Betty and Jane read slowly.
    12. Barbara and Joe sing beautifully.
    13. Susan and John study earnestly.
    14. Bill and Jack dress smartly.
    15. Peter and Paul listen attentively.

5. (To review the use of negative responses to questions with "or.")
    1. Is today Monday or Tuesday? I DON'T KNOW WHAT DAY IT IS.
    2. Is Hoà from Dalat or Nha-trang? I DON'T KNOW WHERE SHE IS FROM.
    3. Are they studying English or French? I DON'T KNOW WHAT THEY ARE STUDYING.
    4. Is this Betty's book or is it George's book?
    5. Was Nhân here last Thursday or last Friday?
    6. Is it forty or is it fifty kilometers to My-Tho?
    7. Did Paul speak or did Peter speak?
    8. Is Mr. Smith going to come or is Mr. Jones going to come?
    9. Did Nguyệt go or did Năm go?
    10. Is he twenty-two years old or is he twenty-three years old?
    11. Are they going to wait or are they going to leave?
    12. Was he happy or was he sad?
    13. Did John see him or did Jack see him?
    14. Is that his book or is it her book?
    15. Were they reading or were they writing?
    16. Did the train arrive at eight o'clock or nine o'clock?

6. (To review the use of questions with included sentences of the type "Do you know what time it is?")

1. What time is it? DO YOU KNOW WHAT TIME IT IS?
2. Where's the station? DO YOU KNOW WHERE THE STATION IS?
3. Who's that man? DO YOU KNOW WHO HE IS ?
4. How did he get here? DO YOU KNOW HOW HE GOT HERE?

5. Where do they live?
6. When did they come?
7. What's his name?
8. Why did she come here?
9. How old is it?
10. What did he say?
11. Who are they?
12. Where's John's house?
13. How high is that building?
14. Who's that student over there?
15. When did they come?
16. Where's room thirty-two?
17. How did he pass the exam?
18. What's her age?
19. Where are they going to go?
20. What's this?
21. What's the date?
22. How far is it?
23. When's he going to speak?
24. How much is it?
24. Where is she?

7. (To review the use of the difference between "John is amusing." and "John is amused.")

1. Peter heard he had won a scholarship. It was exciting news. (Describe Peter.)
   PETER WAS EXCITED.
2. Eric reai a funny book. It was amusing. (a. Describe Eric.)
   (b. Describe the book.)
   a. ERIC WAS AMUSED. b. IT WAS AMUSING.
3. Margaret went to see a horror-movie. It was terrifying. (Describe Margaret.)
   MARGARET WAS TERRIFIED.
4. Betty went to see a movie. She was bored. (Describe the movie.)
   THE MOVIE WAS BORING.

7. (To review the use of the difference between "John is amusing." and "John is amused.)

    5. Kiet doesn't like the food at the hotel. He says it's disgusting. (Describe Kiệt.)
    6. The results of her exams showed that Mary had failed. She was disappointed. (Describe the results.)
    7. That student annoys the teacher very much. (a. Describe the teacher. b. Describe the student.)
    8. Ngọc went to see a movie yesterday. It was very sad. It upsets her to think about it. (a. Describe Ngoc. b. Describe the movie.)
    9. Dick doesn't like to listen to the news on the radio. He says it depresses him. (Describe the news.)
    10. That man irritates people with his loud voice. (a. Describe his voice. b. Describe the people.)
    11. The students are very clever. They surprise the teacher. (Describe the student.)
    12. Henry studied a lot yesterday. He was tired. (Describe Henry.)
    13. That lesson is very difficult. It tires people. (Describe the lesson.)

8. (To review the use of verbs which take "to" and verbs which do not.)

    1. The boy opened the door. I asked him. I ASKED HIM TO OPEN THE DOOR.
    2. John opened the door. I saw him. I SAW HIM OPEN THE DOOR.
    3. They spoke Vietnamese. We heard them. WE HEARD THEM SPEAK VIETNAMESE.
    4. We went home. They asked us. THEY ASKED US TO GO HOME.
    5. The tree moved. I felt it.
    6. John rested. We allowed him.
    7. Jane worked. We let her.
    8. He taught the lesson. The students watched him.
    9. They closed the door. I told them.
    10. Mr. Smith entered the house. I saw them.
    11. Mr. Brown came out of the room. They asked him.
    12. He passed his examination. We wanted him.
    13. I accepted their invitation. They forced me.
    14. She sang. We heard her.
    15. They left. We asked them.
    16. He finished his work. They allowed him.
    17. He finished his work. They let him.
    18. They left the house. I saw them.

9. (To review the use of verbs after "wish, hope, think, imagine, believe, etc.)

1. hope I HOPE JOHN IS WELL.
2. he I HOPE HE IS WELL.
3. wish I WISH HE WERE WELL.
4. clever I WISH HE WERE CLEVER.
5. think I THINK HE IS CLEVER.

6. imagine
7. know
8. suppose
9. wish
10. careful
11. hope
12. think
13. imagine
14. they
15. hard-working
16. hope
17. wish
18. expect
19. know
20. happy
21. he
22. wish
23. think
24. imagine
25. believe
26. know
27. wish

10. (To review the use of the "-ing" and "to" with certain verbs in object position.)

1. enjoys PAUL ENJOYS SWIMMING.
2. wants PAUL WANTS TO SWIM.
3. has PAUL HAS TO SWIM.
4. must PAUL MUST SWIM.

5. hopes
6. wanted
7. asked
8. can
9. decided
10. detests
11. planned
12. kept on
13. finished
14. will
15. wanted
16. avoided
17. gave up
18. considered
19. expected
20. got through
21. hoped
22. insisted on
23. decided
24. must

11. (To review the use of "have ....-ed" and "....-ed.")

1. John started to work here two years ago. He still works here.
JOHN HAS WORKED HERE FOR TWO YEARS.

2. John started to work here two years ago. He doesn't work here any more.
JOHN WORKED HERE FOR TWO YEARS.

3. I came to live in Saigon in 1956. I left Saigon in 1960.
I LIVED IN SAIGON FOR FOUR YEARS.

4. Betty started to study languages ten years ago. She still studies them.
5. Paul started to work in Hue two years ago. He stopped working yesterday.
6. Jane began to feel ill three days ago. She still feels ill.
7. They came to live here ten years ago. They still live here.
8. She started to study Vietnamese a year ago. She still studies it.
9. George began to teach in 1950. He stopped teaching in 1958.
10. Jack began to teach in 1940. He still teaches.

GRAMMAR LESSON THIRTY-ONE

Pattern 31 a

1.	She	will	help	him	if	he	needs	help.
	She	can	help	him	if	he	needs	help.
	She	might	help	him	if	he	needs	help.
2.	She	would	help	him	if	he	needed	help.
	She	could	help	him	if	he	needed	help.
	She	might	help	him	if	he	needed	help.

COMMENTS

Pattern 1. is used when the speaker feels that the situation is probable (likely), or in accordance with fact.

Pattern 2. is used when the speaker feels that the situation is improbable (unlikely), or contrary to fact.

1) Use "will, can,etc." before if in Pattern 1.
2) Use the simple form of verbs after if in Pattern 1.
3) Use "would, could, might, etc." before if in Pattern 2.
4) Use the "...-ed" form of verbs after if in Pattern 2.

ORAL DRILL 31.1

1. I'll feel sick if I go by airplane.
   I WOULD FEEL SICK IF I WENT BY AIRPLANE.
2. They'll fail their examination if they don't study.
   THEY WOULD FAIL THEIR EXAMINATION IF THEY DIDN'T STUDY.
3. I'll go to the concert if I am ready.
   I WOULD GO TO THE CONCERT IF I WERE READY.
4. Robert will come to class tomorrow if he has time.
5. The teacher will be annoyed if you make a noise.
6. He will ask you to leave if you speak aloud.
7. I'll write him a letter if he sends me his address.
8. We'll visit him if he tells us where he lives.
9. We'll give her the message if we see her.
10. You'll understand the teacher if you listen to him.
11. He'll tell you the time if you ask him.
12. Betty will be sick if she doesn't take her medicine.
13. I'll rest if I am tired.
14. They'll be unhappy if you go.
15. We'll be very pleased if she wins a scholarship.
16. Margaret will be pleased if you give her a present.
17. Kiệt's parents will be pleased if he passes his exam.
18. They'll be disappointed if we don't wait for them.

ORAL DRILL 31.2 (To practice Pattern 31a in response to questions. This is a conversation drill). The short form of "would" is " 'd". "Could" and "might" have no short forms.

1. What would you do if you were tired? (go to bed)
   I'D GO TO BED IF I WERE TIRED.
2. What would you do if you were hungry? (eat some food)
   I'D EAT SOME FOOD IF I WERE HUNGRY.
3. What could you do if you broke your watch? (take it to the watchmaker)
   I COULD TAKE MY WATCH TO THE WATCHMAKER IF I BROKE IT.
4. What might you do if you won a scholarship? (go to America)
   I MIGHT GO TO AMERICA IF I WON A SCHOLARSHIP.
5. What would you do if you were sick? (go to the doctor)
6. What would you do if someone stole your car? (go the police)
7. What could you do if you had a car? (go for long drives)
8. What might you do if someone tore your coat? (go to the tailor)
9. What would you do if you were very rich? (travel around the world)
10. What could you do if you had a vacation tomorrow? (stay in bed)
11. What would you do if you had a toothache? (see a dentist)
12. What would you do if you won the lottery? (take a long vacation)
13. What could you do if you saw an accident? (try to help)
14. What would you do if you were thirsty? (take a drink)
15. What might you do if someone gave you a lot of money? (spend it)

Pattern 31b

	A		B	
She	would have helped	him yesterday	if he had needed	help then.
They	would have gone	to the party	if they had received	an invitation.
I	might have seen	you	if you had been	there.
I	could have met	you last week	if you had come	by train.

COMMENTS

This is the past form of the previous pattern (Pattern 31a, 1).

1) Use "would have ...-ed" with all persons in position A in this pattern.
2) Use "had ...-ed" with all persons in position B in this pattern.
3) Words like "might, could, etc." can be used in the same position as "would" in this pattern.

ORAL DRILL 31.3

1. I would go to the sea next week if the weather were nice.
   I WOULD HAVE GONE TO THE SEA LAST WEEK IF THE WEATHER HAD BEEN NICE.
2. He could win a scholarship if he studied hard.
   HE COULD HAVE WON A SCHOLARSHIP IF HE HAD STUDIED HARD.
3. Those children might drown if they swam in the river.
   THOSE CHILDREN MIGHT HAVE DROWNED IF THEY HAD SWUM IN THE RIVER.
4. He could learn English very well if he tried.
5. They would be very rich if they saved their money.
6. She would be happy if she had a lot of friends.
7. I might take my umbrella if it rained.
8. You could visit John if he were at home.
9. I would be happy if the students weren't so tired.
10. We might feel cold if we didn't take our coats.
11. That old person could cross the street if they helped him.
12. I would learn a lot of languages if I had time.
13. Margaret would study Vietnamese if she knew a good teacher.
14. The students would speak English very well if they practiced a lot.
15. Kiet could win a scholarship if he weren't so idle.
16. Paul might **leave** school if he failed his exam.
17. Lang would buy a radio if she had enough money.
18. Jane would go to the movies if she did her homework first.

ORAL DRILL 31.4

1. What would you have done if he had spoken to you in the street?
   (say "Hello")
   I'D'VE SAID "HELLO" IF HE'D SPOKEN TO ME IN THE STREET.
   [a^{i}dəv]
2. Where would he have gone if he had felt ill? (home)
   HE'D'VE GONE HOME IF HE'D FELT ILL.
   [hidəv]
3. Where would you have gone if you had had a vacation last week? (Nha-trang)
   I'D'VE GONE TO NHA TRANG LAST WEEK IF I'D HAD A VACATION.
4. What would you have done if you failed your exam? (left college)
5. What would they have said if you had forgotten to meet John? (was forgetful)
6. What would he have done if he had won the lottery? (gone for a trip)
7. Where would they have gone if they wanted to amuse themselves? (movies)
8. What would you have done if you had been Columbus? (discovered America)
9. Where would she have stayed if she had come to Saigon? (in a hotel)

ORAL DRILL 31.4 (Cont'd.)

10. What would you have done if you had lost all your money? (written home)
11. What would you have done if the weather had been very hot yesterday? (gone to the sea)
12. Where would you have studied if you had won a scholarship to America? (University of Michigan)
13. What would they have done if you had given them some money? (gone to the movies)
14. What would you have done if you had needed money last week? (gone to the bank)
15. What might you have done if you had lived 100 years ago? (been a teacher)
16. What might you have done if you had had a lot of money? (travelled a lot)

Pattern 31 c

Previous Pattern: We watched the boys play.
New Pattern: We watched the boys playing.

I	saw	Mary	walking to school.
He	met	Ngoc	going to the movies.
They	heard	Phi	practicing English.

COMMENTS

Use the "...-ing" form of the verb to describe words in the position occupied by "Mary, Ngoc, Phi" in this pattern.

ORAL DRILL 31.5

1. We watched him. He was playing football.
WE WATCHED HIM PLAYING FOOTBALL.
2. I saw John. He was reading a book.
I SAW JOHN READING A BOOK.
3. They heard us. We were talking English.
THEY HEARD US TALKING ENGLISH.
4. You can see them. They're swimming in the river.
5. I spoke to the woman. She was selling flowers.
6. We passed a man. He was sleeping under a tree.
7. They remembered John. He was waiting in the station.
8. We thought of them. They were studying in the library.
9. The room was full of people. They were singing a song.

ORAL DRILL 31.5 (Continued)

10. I felt my heart. It was beating quickly.
11. We heard the wind. It was rattling the shutters.
12. We heard the dog. It was barking loudly.
13. We could see the boats. They were crossing the river.
14. He watched the children. They were doing their homework.
15. They observed the students. They were taking their exams.

GRAMMAR LESSON THIRTY-TWO

Pattern 32 a

A		B	
The Vietnamese made We elected They appointed	Saigon Kiệt Ann	the capital secretary treasurer.	of Vietnam. of our club.

COMMENTS

Words in position B represent the office, position or function for which the persons or things in position A have been selected.

ORAL DRILL 32.1

1. secretary THE STUDENTS APPOINTED KIET SECRETARY.
2. elected THE STUDENTS ELECTED KIET SECRETARY.
3. chairman THE STUDENTS ELECTED KIET CHAIRMAN.

4. the committee
5. nominated
6. Paul
7. elected
8. made
9. appointed
10. leader
11. made
12. Bill
13. principal
14. group leader
15. appointed
16. nominated
17. the students
18. Kiệt
19. secretary
20. chairman

Pattern 32 b

Previous Pattern: We painted the house.
New Pattern: We painted the house red.

A	B	C
Ann cut	her hair	short
Kiệt likes	his food	hot.
She grew	her nails	long.

COMMENTS

In this pattern, words which describe the object of the sentence (B) come in position C.

ORAL DRILL 32.2

1. Mary's hair was long. She cut it short.
   MARY CUT HER HAIR SHORT.
2. The house was white. Bill painted it red.
   BILL PAINTED THE WHITE HOUSE RED.
3. These mangos are ripe. We like ripe mangos.
   WE LIKE OUR MANGOS RIPE.
4. Ngoc had long nails. She cut them short.
5. This curry is hot. Lang likes hot curry.
6. Lan had a white blouse. She dyed it blue.
7. This fruit is fresh. We like fresh fruit.
8. Jane has long hair. She wears it long.
9. This soup is hot. We like hot soup.
10. That coffee is black. Paul likes black coffee.
11. Tuan has an old house. He painted it white.
12. Kiet has a new house. He painted it black.
13. This tea is sweet. They like sweet tea.

Pattern 32 c

Previous Pattern: I should speak English.
New Pattern: I should have spoken English (yesterday)

I	ought to	have	tried	to learn	English	when I was a child.
We	could	have	started	to work		ten minutes ago.
Mary	must	have	forgotten	to come		last night.
He	might	have	finished	studying		by now.
They	may	have	been	tired		yesterday.
Tuyet	should	have	studied	harder		last week.

COMMENTS

This is the past form of verbs such as "ought to, should, could, may, might, etc."

1) Use this structure with time-phrases such as "ten minutes ago, last night, yesterday, etc."
2) Notice that the form of this structure is "verb plus have plus -ed" and that "he, she, it, John, the boy, etc." do not take "has".

N.B. "Could" is also used by itself as a past form of "can" e.g.,

"I could speak English when I was a child," as opposed to
"I could have spoken English when I was a child."

The difference between these two forms is largely lexical and will be dealt with in Vocabulary.

ORAL DRILL 32.3

1. now WE COULD START NOW.
2. yesterday WE COULD HAVE STARTED YESTERDAY.
3. stop WE COULD HAVE STOPPED YESTERDAY.
4. should WE SHOULD HAVE STOPPED YESTERDAY.

5. might
6. they
7. must
8. now
9. soon
10. should
11. ought to
12. might
13. last night
14. must
15. may
16. ought to
17. could
18. go
19. now
20. study
21. should
22. must
23. ought to
24. yesterday
25. should
26. may
27. might
28. tomorrow
29. must
30. could
31. should
32. may
33. yesterday
34. could

Pattern 32 d

Previous Pattern: He cuts his hair.
New Pattern: He has his hair cut.

A	B
John painted his house last week.	John had his house painted last week.
Kiệt washes his car every day.	Kiệt has his car washed every day.
Mary ordered some food.	Mary had some food ordered.
The travellers carried their bags.	The travellers had their bags carried.

COMMENTS

In Pattern A, the subject of the sentence (John, Kiet, the travellers, etc.) perform the action (...painted his house, carried their bags, etc.)

In Pattern B, the subject of the sentence does not perform the action, but gets an action done by someone else, thus:

John washed his car yesterday.= John himself (and not someone else) washed the car.

but: John had his car washed yesterday. = John did not wash his car himself, but he got some other person to wash it for him.

ORAL DRILL 32.4

1. The secretary repaired the typewriters.
THE SECRETARY HAD THE TYPEWRITERS REPAIRED.

2. The woman washed her hair.
THE WOMAN HAD HER HAIR WASHED.

3. John's going to repair his car.
JOHN'S GOING TO HAVE HIS CAR REPAIRED.

ORAL DRILL 32.4 (Cont'd.)

4. Mrs. Smith's going to clean the bedroom.
5. The students typed the letter.
6. The man painted the walls.
7. Kiet cuts his hair every week.
8. The principal enrolled the new students.
9. Betty ironed the clothes.
10. Stanley cut the grass.
11. The girls prepared a meal.
12. The students removed the chairs.
13. John cut down the trees.
14. They cleared their desks.
15. The travellers carried their bags.

Pattern 32 e

Previous Pattern: John had his house painted.
New Pattern: John had the students paint his house.

Bill	had	the men	paint his house.
The teacher	had	the students	finish their work.
He's	going to have	his friend	send the letter.
Mary	has	the cook	prepare the dinner.

COMMENTS

This pattern is very like Pattern 32 d except that the person who performs the action (the man, his friend, the cook, etc.) is identified.

1) Put words like "the men, the students, his friend, etc." after "had, has, etc."

2) Notice the difference between "Mary has the cook prepare dinner (every day)." and "Mary had the cook prepare dinner (yesterday)."

ORAL DRILL 32.5

1. Bill painted his house .... the men.
BILL HAD THE MEN PAINT HIS HOUSE.

2. Tuan cut the grass .... the gardener.
TUAN HAD THE GARDENER CUT THE GRASS.

3. Ngoc cleans the house every day .... the servants.
NGOC HAS THE SERVANTS CLEAN THE HOUSE EVERY DAY.

4. The teacher does their homework every day .... the students.
THE TEACHER HAS THE STUDENTS DO THEIR HOMEWORK EVERY DAY.

ORAL DRILL 32.5 (Cont'd.)

5. Ngọc cooked some rice .... the cook.
6. Paul closed the window .... Peter.
7. The teacher's going to prepare the lesson .... the students.
8. The principal typed the letter .... the secretary.
9. Dr. Yates teaches English .... the teacher-trainees.
10. Henry's going to wash the car .... his young brother.
11. Mrs. Smith washes their hands before they eat .... her children.
12. The teacher reviewed the lesson .... the pupils.
13. The professor wrote an essay .... his students.
14. Kiệt washes his car every week .... the garage.
15. John opened the door .... George.
16. Tuấn wrote a letter home .... his brother.
17. Cúc's going to cut his hair .... the barber.
18. The children told a story ... their mother.
19. Tuyết ate some rice .... her little sister.
20. Eric read the book .... John.

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TEACHERS' GUIDE

TO

VOLUME II

ENGLISH
FOR
VIETNAMESE SPEAKERS

SEAREP - USOM
SAIGON - 1960

TEACHERS' GUIDE

LESSON I

Items taught:

1) The use of the indefinite article "a" in sentences with "is."
2) The use of "this" and "that."
3) The distinction between mass and count-nouns.
4) The use of a verb ("is") with adjectives.
5) The introduction of "a" v. "the" (indefinitive v. definite article.)

Pattern 1a.

This is a comb.
This is a cup.
This is a mango.
That is a comb.
That is a cup.

Vietnamese grammar would render the above pattern much more simply than English, e.g. "Cải lược nãy" "Cải lược kia". It follows that Vietnamese wanting to say say this pattern in English, unless they are taught otherwise, tend to say = This comb = or = That comb = . The Vietnamese student must learn to use "a" before singular count-nouns in this pattern. He must also learn to include a verb (in this case "is").

Presentation techniques: The teacher reads aloud several examples. The students should have their books closed. The teacher may write an example of the pattern on the blackboard if he feels that this is necessary. The teacher may give a brief explanation of the pattern which may follow the general outline of the section "COMMENTS" in the students' guide. The presentation of the pattern should take only 15-20% of the total time which is necessary for the students to learn it. The other 80-85% of the time should be spent on drill.

Drill techniques: Drill should take up 80-85% of the time given to the learning of one pattern, i.e. from the time the teacher first introduces a new pattern to the students to the time he passes on to the next pattern.

ORAL DRILL 1.1

This is a hat "Key frame"

A

Ex:	1.	hat		THIS IS A HAT.	
	2.	comb	"Call words"	THIS IS A COMB.	Model responses
	3.	coat		THIS IS A COAT.	given by the
	4.	blouse		THIS IS A BLOUSE.	teacher.

C

Students' Drill:	5. boat	8. fan	11. cup	14. clock	"Call words"
	6. sock	9. boot	12. mango	15. plate	
	7. pen	10. top	13. spoon		

(Teacher does not give the responses)

1) The teacher should start the drill by giving the "Key frame" , in order to fix the pattern clearly in the pupils' minds.

2) He should then give the first "call-word", in this case "hat" (1.A)

3) After a slight pause of two or three seconds he should give the first "model response", in this case "THIS IS A HAT". (1.B)

4) The teacher should give the rest of the "call-words" and "model responses" (boxes A and B) in the examples, pausing between each "call-word" and "model responses" to let the students grasp the pattern.

5) After giving the "call-words" and "model responses" the teacher should proceed without a break to the students' drill. In this part of the drill the teacher gives the call-words only. The students are expected to give the correct response to the call-words in the students' drill without the teachers' help.

6) If the students have difficulty in producing the correct responses, the teacher may give some of the responses himself as added examples. Finally, however, the students must do the exercise themselves with only the call-words as stimuli.

ORAL DRILL 1.2

In this drill "that" is introduced as opposed to "this" in Oral Drill 1.1. "This" and "That" are not taught as a separate pattern since their use in Vietnamese parallels their use in English grammar.

ORAL DRILL 1.2 (Cont'd.)

Follow same steps in giving this drill as for Oral Drill 1.1.

This is ink.
This is soap.
This is meat.

In this pattern the difference between mass-nouns and count-nouns is introduced. In English all "things" and "abstract qualities" are divided into two categories: 1) those which we can count numerically - count nouns. 2) those which we cannot count numerically - mass-nouns. Vietnamese does not have this division and it is essential that it be taught. A further difficulty is that certain things such as "meat" are considered as mass-nouns in English but which in Vietnamese may be considered as countable. It is thus necessary to teach not only the idea of mass and count-nouns but also which nouns are considered as belonging to one group or the other in English.

In this pattern a verb must always be used - in this case "is."

In this pattern the indefinite article "a" must not be used.

ORAL DRILL 1.3

This is soap = "Key frame"

1. soap		THIS IS SOAP.	"Model responses
2. tea	= "Call-words"	THIS IS TEA.	= given by the
3. coffee		THIS IS COFFEE.	teacher"

4 - 25 = "Call-words given by the teacher to
elicit correct student responses"

Follow same procedure as for Oral Drill 1.1

N.B. If the students try to give responses to the first three examples (1,2,3) the teacher should not discourage them provided always that the answers are correct.

ORAL DRILL 1.4

This is a pen.

1. pen	THIS IS A PEN.
2. water	THIS IS WATER.

ORAL DRILL 1.4 (Cont'd.)

3.	ink	THIS IS INK.
4.	top	THIS IS A TOP.

Follow same procedure as for Oral Drill 1.1

N.B. In this drill the students are forced to make a conscious choice between leaving out or putting in the article "a". The drill is thus more than mere repetition but is aimed at making the student repeat the correct answer after a rapid conscious choice until finally the pattern becomes an automatic habit.

Pattern 1c

A fan is cheap.
A car is useful.
Tea is cheap.

Here the student is introduced to the fact that in this pattern English grammar requires the use of a verb before an adjective. In Vietnamese (and sometimes in English) there is no clear division between "verb" and "adjective" thus "xanh, lục" means both "green" (an adjective) and "to be green" (a verb). In English it is very important to include a verb before the adjective in this pattern. Vietnamese students will tend to say = Tea cheap = or = Fan useful = unless they are taught to do otherwise.

ORAL DRILL 1.5 (Drills the use of a verb "is" before adjectives. The nouns in this drill are count-nouns, i.e. they take "a" in this pattern).

Proceed as for Oral Drill 1.1

ORAL DRILL 1.6 (Drills the use of verb before an adjective. All nouns in this drill are mass-nouns, i.e. they do not take "a" in this pattern)

Proceed as for Oral Drill 1.1

ORAL DRILL 1.7

A cup is useful.

1.	cup	A CUP IS USEFUL.
2.	small	A CUP IS SMALL.
3.	comb	A COMB IS SMALL.

ORAL DRILL 1.7 (Cont'd.)

This is the first "substitution" drill. The substitution drill is aimed at preventing mechanical repetition on the part of the students, and is very useful in discovering whether the students have really learned the grammatical pattern or are just imitating the teacher like parrots.

The teacher gives the Key frame.
The teacher gives the first call word (1.) and then the first model response, "A CUP IS USEFUL " ,

The teacher gives the second call word (2.) and then gives the second model response, "A CUP IS SMALL",

The teacher gives the third call word (3.) and follows this also with the model response, "A COMB IS SMALL".

It will be noticed in the third example, however, that the position of the item to be substituted has been changed. Thus the student (or the teacher) who is not alert will be likely to give the response = "A CUP IS COMB" = which is obviously nonsense. This is the whole idea behind this type of substitution drill. IF THE STUDENT DOES NOT PLACE THE CALL WORD IN THE CORRECT POSITION IN THE RESPONSE, THE ANSWER WILL NOT MAKE SENSE.

To Make this technique absolutely clear, the following examples are given in the students' part of ORAL DRILL 1.4. Changes in substitution are underlined.

ORAL DRILL 1.7

A cup is useful.

1.	cup	A CUP IS USEFUL.
2.	small	A CUP IS SMALL.
3.	comb	A COMB IS SMALL.

4.	useful	(Students' response = A comb is useful)
5.	boat	(" " = A boat is useful)
6.	map	(" " = A map is useful)
7.	car	(" " = A car is useful)
8.	big	(" " = A car is big)
9.	house	(" " = A house is big)

ORAL DRILL 1.8 (This drill practices use of a verb before adjectives. Both mass and count-nouns are used. It is a substitution drill like Oral Drill 1.7)

Proceed as for Oral Drill 1.1

Pattern 1d

This is a map.	The map is good
This is ink.	The ink is useful.
That is meat.	The meat is good.

In this pattern the student is introduced to the contrast between "a" and "the". Neither of the grammatical concepts conveyed by "a" and "the" are found in Vietnamese, thus the contrast between them is especially difficult for Vietnamese students. Roughly these contrasts may be stated thus:

1) The use of "a" before a noun indicates that we are thinking about the noun in a non-specific sense, that is to say, we are thinking of it as just one particular item of a class of objects. The use of the word "a" thus, in general, signals that the noun with which "a" is associated has no particular significance to the speaker in the context in which it is used. Since "a" always refers to single items it cannot be used to refer to non-countable objects.

2) "The" is used to show that the thing to which we are referring has a special significance, no matter how slight. It may be used with both mass and count-nouns. In the examples given to illustrate Pattern 1d, the sentences must come in the order they are set out, i.e. we say "This is a map" = Any map. and then say "The map is good" = not any map but the map we have just mentioned. It would be very difficult to say these sentences in reverse order since there would be no specific item with which "the" could be associated.

This grammatical problem is not easy for Vietnamese-speakers to grasp and the teacher should not be surprised or discouraged if it takes a lot of practice before "a" and "the" are used correctly. The drilling of "a" and "the" should on no account be neglected because it presents a lot of difficulty.

ORAL DRILL 1.9 (Drills the contrast between "a" and "the" using "this" in the frame)

Proceed as for ORAL DRILL 1.1

ORAL DRILL 1.10 (Drills the contrast between "a" and "the" using "that)

Proceed as for ORAL DRILL 1.1

ORAL DRILL 1.11 (Drills contrasts between "a" and "the" with various adjectives)

Proceed as for ORAL DRILL 1.1

ORAL DRILL 1.12 (This is a substitution drill. Watch for "nonsense sentences" from the students)

Proceed as for ORAL DRILL 1.1

Pattern 1c

This is not really a new pattern but is a combination of several patterns which have already been introduced. The aim of grouping the patterns together is to give the students practice in distinguishing between "this" and "the" in the pattern:

The)
This) + verb + adjective
This)

ORAL DRILL 1.13 (This is a substitution drill. Watch for "nonsense" responses from the students which indicate that they do not understand what they are saying.)

Proceed as for ORAL DRILL 1.1

TEACHERS' GUIDE

LESSON II

Items taught: 1) Singular versus plural

2) Mass-nouns have no plural form.

3) Pronouns (all persons)

4) Present form of the verb "to be."

5) Questions with "am, is, are."

The general technique of oral drill as laid down in Lesson I can be followed for nearly all of the drills in the book. If you are not sure of how to handle the drills, read through Lesson I carefully. The basic technique of the teacher giving a "call-word" or a "call-phrase" which will elicit a correct utterance from the pupils, will be followed throughout the book.

Do not spend time on long explanations of the "rules" of grammar. Most pupils in Teacher Training institutions will know the "rules" of basic grammar very well. Most of them, however, will make numerous mistakes when speaking, and it is the aim of these drills to stop these mistakes when the pupils speak English. This is not to say that there should be no explanation whatsoever. The teacher may explain the "rules" of grammar whenever this seems to be necessary. These explanations may follow the general lines laid down in the students' guide, but additonal comments from the teacher can also be added if this will make the structure which is being taught clearer. Explanation of the distribution of grammatical structure (the "rules") should not take up more than 15 - 20 per cent of the class time.

Pattern 2a

Most of the students will probably know all about the theory of singular and plural, but mistakes in the use of this structure remain very common at all levels.

"A" is not the same as "one." "One" is used when counting a series, or in answer to questions with "How many?" "One" is a highly specific enumerator; "a" is used to refer to any single item which is not being counted.

ORAL DRILL 2.1

Make sure the students pronounce the plural "-s" clearly with plural numbers.

ORAL DRILL 2.2

"These" is the plural form of "this." "These" must always be used with nouns in the plural. "This" is [illegible] like the Vietnamese "này."

ORAL DRILL 2.3

Use "these" with plural forms of nouns. Use "are" with plural forms of nouns in this pattern.

Pattern 2b

A basic division in English is "mass-noun" and "count-noun." The former type of noun covers material which cannot normally be counted as part of a series, so they are called "mass-nouns."

Since some nouns (such as "meat") are often considered as count-nouns in Vietnamese, it may help to explain the concept of mass and count-nouns along different lines. Anything which can be cut up or divided can be defined as a "mass-noun," and anything which cannot be cut or have part of itself taken away without being spoiled, can be defined as a "count-noun." For example, a chair, a cup, a ruler and objects of this type cannot be divided or cut without becoming useless, hence they are "count-nouns." Rice, water, meat, ink, coffee, paper and things of this type can be cut or divided up without losing their basic function, so they may be considered as "mass-nouns."

In Lesson One, the students were introduced to the concept of mass-nouns and count-nouns through the use of "a." In this pattern, they are shown that mass-nouns do not normally have any plural form.

ORAL DRILL 2.4

Do not use "a," or the plural form "-s" with mass-nouns.

ORAL DRILL 2.5

Use "those" with plural forms of nouns. "Those" is the plural form of "that." "That" is like the Vietnamese "ấy."

ORAL DRILL 2.6

This drill contrasts mass-nouns with count-nouns. In the pattern,

"This is . . . . . ."

"Those are . . . . .", use "this is" with mass-nouns; use "those are" with count-nouns.

Pattern 2c

Most students in Teacher Training institutions still do not know how to use the verb "to be" and the pronouns, although they may have studied the pattern of the verb "to be" and the use of the pronouns. The mistakes they usually make are:

The use of the wrong verb form with the pronoun like "We is students." The correct form is "We are students."

ORAL DRILL 2.7

Drill "am, is, are" with the pronoun in the plural form. Emphasize that "he" is used for both men and boys and "she" for both women and girls.

ORAL DRILL 2.8

Drill "are" with the pronoun in the plural form. Students must be told that "they" is for things in the plural form, as well as men and women, boys and girls.

Pattern 2d

See "Comments" in the Student Guide.

ORAL DRILL 2.9 and 2.10

Review the use of the verb "to be" in the present form.

Pattern 2e

This pattern introduces one type of question used in the English language. To change statements into questions, reversal of the word-order is used mainly in the following instances:

1. Statements with the verb "to be."
2. Statetements in tenses which use the verb "to be."

He is working . . . . . Is he working?
You were working . . . .. Were you working?

Pattern 2c (Cont'd.)

3. Statements which have modals like (You can . . . can you? He might . . Might he?)

Other methods of using questions will be dealt with in another lesson. The teacher should remind the students that reversing the word order, like placing "is" before the subject, is only one way of turning statements into questions.

ORAL DRILL 2.11

Drill this question form several times until the students have no hesitation in using it.

TEACHERS' GUIDE

LESSON III

Items taught: 1) The use of adjectives in simple questions with "to be."

2) Introduction to short answers.

3) Introduction to negatives

To perfect drill techniques, read through Lesson I and II.

In teaching English grammar most teachers are often asked to give explanations on various points by their students. This is especially true in institutions of higher learning such as teacher training schools. Advocates of the Oral Approach are not opposed to explanation of grammatical structures. On the contrary, a blind repetition of a phrase without understanding of its grammar is felt to slow up the learning process considerably. It is true, however, that there has often been serious abuse of the idea of "explanations." This abuse most often takes the form of very long talks about English grammar, with the emphasis on watertight statements which admit as little deviation from the "rule" as possible. The biggest danger about these long explanations is that they give the pupils little time to practice the actual grammar of the language, with the result that they can answer quite difficult questions about English grammar in examinations but make numerous errors in basic structures every time they open their mouths and speak. The next danger of these long explanations is that they are often inaccurate, as many teachers are forced to try and think up some explanation of a point of grammar in answer to a student's question or else lose face. Here are a few points to try to follow when teaching a class how to speak English without making a lot of mistakes in grammar.

1) Make the statements about the item of grammar which is being taught as concise as possible. Try to spend not more than 15 to 20 per cent of the time talking about the point which is being taught. Spend as much time as possible (never less than 80 per cent) on drilling the use of the structure by means of the oral drills in the book.

2) Speak in Vietnamese if this is necessary to make the point clear, especially if the level of the class is such that they will not understand explanations in English.

3) Discourage too much questioning on the part of the students. Students are anxious to have neat rules, but English, like every language so far analyzed by professional linguists, does not have a 100 per cent neat and tidy grammar. Language, in fact, is not neat and tidy, but it is a constantly changing thing with

many "gaps" and seeming inconsistencies. Many questions from students often have nothing to do with the item being studied and result from curiosity, laudable in itself but very wasteful of class time, or from an imagined connection with another grammatical structure. Do not forbid all questions but merely try to keep them under strict control.

4) Never make up a rule. If you do not know the distribution of a grammatical pattern, admit.it Most native speakers of English (and Vietnamese) cannot explain the grammar of their language satisfactorily to non-native speakers. Also, many structures have very complex patterns and cannot be summed up in a few short rules. Do not attempt to "explain away" awkward grammatical patterns, such as the distribution of "the." If a grammatical pattern is complicated, it should be taught gradually over a period of time, with plenty of practice, each step preceded by a short explanation. Ten minutes' oral drill on the use of "it" in "subject position" (Grammar Lesson 19) will probably prove of more use than hours of lecturing.

The most important rule, however, is the first one, i.e.

A MINIMUM of explanation for full understanding of the grammar item being taught.

A MAXIMUM of oral practice for full control of the spoken grammar .

Pattern 3a

This is very similar to the last pattern of the preceding lesson. Adjectives are used instead of nouns, however.

ORAL DRILL 3.1

Make sure pupils use the articles "a" and "the" in their responses. There will probably be many mistakes in using the plural in this drill so that a lot of practice may be necessary before the pupils handle the drill satisfactorily.

Pattern 3b

The usual affirmative answer to this type of question is "Yes," followed by a pronoun and verb, e.g., "Yes, it is." "Yes, they are." etc.

"Yes" by itself may sound rather abrupt and may give an impression of rudeness.

Pattern 3b (Cont'd.)

The full response, "Yes, it is a blackboard." "Yes, they are pens." etc., sounds rather long and formal, and unless special emphasis is needed is not used in ordinary conversation in answer to questions of the type given in these drills.

ORAL DRILLS 3.2

In this drill, the teacher gives the pupils a statement, one pupil turns the statement into a question, and a second pupil gives an affirmative short answer to the question, as shown below:

TEACHER: "This is a pen."
PUPIL A: "Is this a pen?"
PUPIL B: "Yes, it is."

TEACHER: "That is ink."
PUPIL A: "Is that ink?"
PUPIL B: "Yes, it is."

Make sure the pupils include articles before count-nouns and omit them before mass-nouns. If the class is large, the pupils can be divided into groups which will answer in chorus.

ORAL DRILL 3.3

This drill practices the plural form of this pattern 3b.

Pattern 3c

ORAL DRILL 3.4

This drill is very similar to ORAL DRILLS 3.2 and 3.3. The only difference is that three pupils instead of two are used.

TEACHER: "fan"

PUPIL A: "A fan is cheap."
PUPIL B: "Is a fan cheap?"
PUPIL C: "Yes, it is."

TEACHER: "pen"

PUPIL A: "A pen is cheap."
PUPIL B: "Is a pen cheap?"
PUPIL C: "Yes, it is."

ORAL DRILL 3.4 (Cont'd.)

TEACHER: "cup"

PUPIL A: "A cup is cheap."
PUPIL B: "Is a cup cheap?"
PUPIL C: "Yes, it is."

In large classes the teacher can divide the class into groups, giving each group a separate letter - A, B, or C.

ORAL DRILL 3.5

This drill is similar to ORAL DRILL 3.4 except that "the" is used instead of "a."

This is the first drill on the use of the articles "a" and "the." Much time has been spent trying to define the functions of the articles. This very often achieves little from the point of view of the spoken language. The general function of the definite article "the" is to refer to a specific entity which has some reference to the speaker's previous experience. The general function of the indefinite article "a" is to identify the entity to which it refers as having no specific reference to the speaker's experience. Thus, "This is the cup." equals "This is a cup." which has some significance to me (or you) whereas "This is a cup." equals "This is a cup." which has no particular significance to me (or you). It is just "a cup." The articles, however, have many other functions and the teacher should avoid long debates about their nature and functions. If it is felt that a short explanation will help the students, then this should be given. The use of the articles in drill, however, will probably prove to have more practical advantage.

ORAL DRILL 3.6

This drill practices the use of all pronouns with the present tense of the verb "to be." Mistakes in the spoken use of this structure are common at all levels, and it is recommended that the students be given plenty of practice .

Pattern 3d

This pattern introduces the negative particle "not."

Make sure the students use "not" in the correct position in the sentence.

ORAL DRILL 3.7

Get the students to change the positive statements to negative.